Eighty-Third Annual Report

Alberta
EDUCATION

89-05164/

Office of the Minister

130 Legislature Building, Edmonton, Alberta, Canada T5K 2B6 403/427-2025

Her Honour, The Honourable Helen Hunley
The Lieutenant-Governor of Alberta
Legislature Building
Edmonton, Alberta

Your Honour:

I have the honour to submit the Annual Report of Alberta Education for the period April 1, 1987 to March 31, 1988.

Respectfully submitted,

Jim Dinning
Minister of Education

Alberta
EDUCATION

Office of
the Deputy Minister

403/427-2889

10th Floor, Devonian Building
11160 Jasper Avenue
Edmonton, Alberta, Canada T5K 0L2

Honourable Jim Dinning
Minister of Education
Legislature Building
Edmonton, Alberta

Dear Minister:

I herewith submit the Annual Report of Alberta Education for the fiscal year ending March 31, 1988.

Respectfully submitted,

Reno Bosetti
Deputy Minister

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Deputy Minister's Office

Report of the Deputy Minister

In 1987-88, the Deputy Minister continued to provide leadership to department staff and advice to the Minister of Education and the Minister's government colleagues. The Deputy Minister's work involved some significant challenges during these 12 months. Several forward-looking policy directions in education were initiated, and major new programs were launched.

One of the primary activities of Alberta Education was the continuing development of the new School Act. After more than three years of public consultation and discussion, the first draft of new legislation, Bill 59, was introduced in the Legislature in the spring of 1987. The proposed new Act, which took a fundamentally different approach to the important function of educating our children, raised a fair amount of controversy. The legislation was again discussed and reviewed extensively during 1987-88 and revised for re-introduction in the 1988 Spring Session of the Legislature.

Although budget restraint measures were still a concern, those concerns were lessened by the January 1988 announcement of a two percent increase in per pupil grants to school boards for the 1988-89 school year.

The concept of "equity" took a central position in discussions about education funding. Equity is one of the underlying principles of the new School Act, and it is one aspect of the overall issue of the level of funding to be provided in support of education.

In 1987-88, the Deputy Minister and his staff considered ways in which equitable educational opportunities could be provided for all students in Alberta, wherever in the province they may live. They looked at ways of achieving "fiscal equity" — compensating for differences in wealth (and expenses) among school boards throughout the province. They also made plans in support of "program equity" — ensuring that the best possible instruction is available to all students.

As a first step toward program equity, the Distance Learning in Small Schools Project was established in southern Alberta. The project was designed to help students in sparsely populated rural areas receive the range and quality of programs they need to pursue further education and careers. Students in pilot schools used currently available correspondence lessons that were enhanced through the use of aids including computers, telephones and facsimile machines.

The Deputy Minister oversaw the continued implementation of the Policy on Secondary Education. Alberta Education announced new senior high school graduation requirements, effective in the fall of 1988. New and revised secondary school programs and courses were developed, including the new Career and Life Management (CALM) program for senior high schools.

Department staff pursued other activities such as obtaining licences for computer software, developing policies on AIDS education, setting up a student records system and establishing a new school division, to name but a few.

Those activities, described further in this report, are all directed to one common goal, "The best possible education for all Alberta students."

PLANNING AND POLICY SECRETARIAT

Report of the Director

The Planning and Policy Secretariat was formed as part of the department's reorganization during the 1987-88 fiscal year. The Secretariat's mandate is to:

– prepare strategic plans for the department,

– make policy and program recommendations, and

– conduct research studies, issues analyses, policy development and impact studies.

During the 1987-88 fiscal year, these initiatives were undertaken:

• A four-year (1987-1990) strategic plan was prepared for the department, and distributed to school jurisdictions to assist them in planning activities. The project included developing a "preferred future" for education in Alberta, analysing major trends and issues, and identifying priority initiatives needed to meet the challenges ahead.

• A statement of Alberta Education Core Values was developed to guide the day-to-day activities, the decision-making processes and behavior needed to achieve the department's "preferred future."

• The Program Policy Manual was updated and distributed to school jurisdictions. Concurrently, a process for policy development was designed which will help implement approaches and initiatives that are policy-based.

• The Secretariat assisted various branches in Alberta Education to:

– implement the department's reorganization,

– establish the human resource management plan and the Toward Excellence Program, and

– integrate technology and curriculum to improve distance education.

• Significant evaluations were completed, including evaluation of the Initiation to Teaching Project and the Partnership Program in Education Project operated by the Calgary Board of Public Education. A model for evaluation of school systems was also piloted.

• Preliminary work began on formulating educational quality indicators and organizational performance targets.

COMMUNICATIONS BRANCH

Report of the Director

Alberta Education works to ensure that students get the best education possible. A major role of the Communications Branch is to explain to Albertans how the department's programs, services and policies help achieve this important goal. To accomplish this, the branch develops and coordinates a wide range of public relations, information and media relations activities.

During the 1987-88 fiscal year, major communications projects focussed on the new School Act, Alberta's language education policy, distance learning projects and development of the Education Response Centre.

Branch activities included preparing newsletters, news releases, media information bulletins, brochures, reports and speeches. Intercom, the department's internal newsletter, was written and distributed by the Communications Branch on a regular basis.

In addition, staff provided editing, design, advertising and print production, audio-visual and display services to all branches in the department. During the year, the branch managed a monthly average of 49 printing, design, display and audio-visual projects.

The branch also provided daily media monitoring reports and prepared weekly summaries of media issues.

Other noteworthy initiatives during the reporting period included:

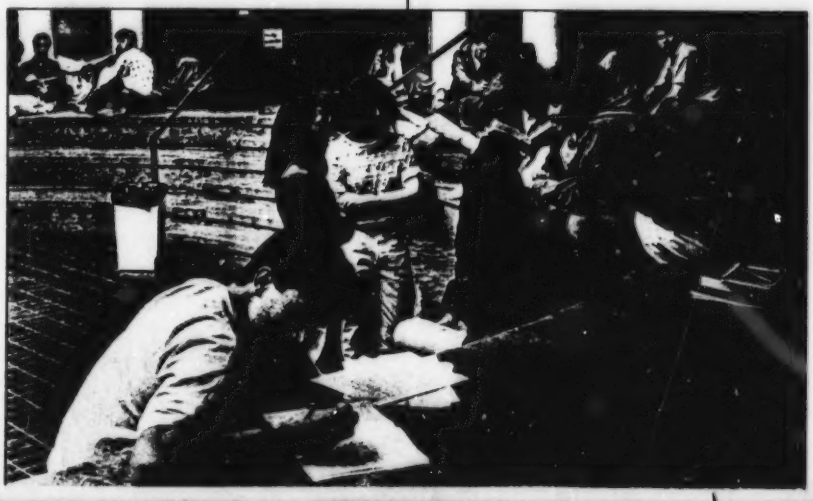
• Producing script and voicing assistance for a three-video staff orientation program.

• Coordinating production of the video, "A Credit to Yourself".

• Developing an Alberta Education display for Edmonton's Klondike Days.

• Playing a key role in Provincial Education Week. This involved working closely with the Education Week Committee, the body comprising representatives of educational associations which coordinates the week's province-wide events.

• Handling an average of 2,946 calls a month on the Alberta Education Information telephone line. Calls were either handled directly or transferred to appropriate areas.



Student Programs and Evaluation Division

Report of the Assistant Deputy Minister

The Student Programs and Evaluation Division was established in the reorganization of Alberta Education during the reporting period. It comprises six branches: Alberta Correspondence School, Curriculum Design, Curriculum Support, Language Services, Native Education Project and Student Evaluation and Records.

The division's responsibilities are to:

– define learning expectations for Alberta students;

– develop the content and requirements of education programming for all students, from Early Childhood Services to Grade 12, including programs in languages other than English, and for students with special needs;

– to develop, select and approve student learning resources and teacher support materials for use in Alberta schools; and

– to design and administer tests and examinations to provide indicators of the quality of education provided in the province and to provide individual assessment of student achievement as part of the high school graduation requirements.

The Assistant Deputy Minister represents Alberta Education on the Board of Directors of ACCESS Network. This ensures that ACCESS Network acquires and produces appropriate educational audio and video programs for use with the Alberta curricula. He is also a member of the Alberta Educational Communications Authority.

An important activity during the reporting period was the continued development of high school courses in accordance with the policy statement "Secondary Education in Alberta."

Other major activities undertaken by the division in 1987-88 included:

- Implementation of the Integrated Occupational Program.
- Introduction of a new Elementary French Language Arts program.
- Investigation of a student identification and tracking system.
- Preparation of a Diagnostic Mathematics Program (following the successful Diagnostic Reading Program).
- Enhancements to the Achievement Testing Program.

Important documents and policies published included:

- Essential Concepts, Skills and Attitudes for Grade 12.
- Developmental Framework, second document, Students' Interactions.
- Transition to Secondary Schooling.
- Policy on Education Program Continuity, Early Childhood Services to Grade 6.
- Policy on Provincial Software Licensing.
- A Vision for the Future Role of the Alberta Correspondence School.

ALBERTA CORRESPONDENCE SCHOOL

Report of the Director

The Alberta Correspondence School (ACS) provides a varied and flexible program for Albertans whose educational needs are not met through classroom instruction.

The school delivers correspondence courses for Grades 1 to 12 in the Alberta curriculum, as well as preparatory courses designed specifically for adult students. In the tutorial process, students complete assignments, which are returned to them after correction and evaluation. The students may contact their ACS teacher by telephone to discuss problems and obtain clarification.

Student Enrolment

Principal statistics for the 1987-88 school year are shown in this table, with comparative statistics for 1986-87.

Approximately 60 percent of students enrolled in the ACS courses do not attend regular schools. This group includes adults working toward a high school diploma or those who want to improve their general knowledge. Also in this group are students who have medical problems, live in isolated areas or overseas, or are in a place of detention.

The other 40 percent of students attend school, and are taking ACS courses not available to them locally or not offered at a time convenient to the student.

	1987-88	1986-87
New students enrolled	30,699	31,332
Courses taken by new students	43,855	50,186
Students continuing courses started in a previous year	6,546	8,979
Courses being continued from a previous year	13,426	12,791
Lessons submitted for correction	367,000	393,000

Programming

Several new courses were developed at both junior and senior high school levels; several existing courses underwent major changes.

Although teachers and students communicate primarily on paper, more use is made now of other media including audiotape, telephone and videotape. Recently, Building Construction 12, Drafting 10, Electricity-Electronics 12 and Mechanics 12 were made available in a computer version.

Support Services for Students

ACS staff provide non-tutorial services to students including academic counselling, diagnostic testing, evaluation of out-of-province documents, supervision of final tests and the issue of results statements.

Contact between the school and individual students and other educational institutions is maintained through the Educational Liaison Program. The school's educational officer travels widely in the province.

Outreach Program

Outreach and cooperative efforts were continued through a variety of ventures including the provision of information items for the Principal's Handbook, student magazines in elementary and junior high schools and the Correspondence Education newsletter.

The school also provided student status reports to school principals. For the first time, monthly status reports for non-classroom students under 16 were provided to school superintendents.

The school and its staff rendered considerable support to the Program Delivery Division for its Distance Learning in Small Schools Project.

Initiatives

Other major initiatives introduced in the 1987-88 year include:

- A formal proposal aimed at giving new directions to the way the school's courses are designed. The proposal embodies consideration in course design for (1) different rates of student learning; (2) different levels of ability; and (3) a diversity of print, multimedia and computer software. The proposed redesign is expected to reduce lesson turnaround time, printing and distribution costs, and lesson correction costs.
- A proposal for an Advanced Learning System that would

involve a computer-based network designed to provide high-quality learning resources to individual students, schools with low enrolment and schools interested in alternatives to the present methods of providing courses to students.

CURRICULUM DESIGN BRANCH

Report of the Director

The mandate of the Curriculum Design Branch is to provide:

– programs of studies for all Alberta students in Early Childhood Services through Grade 12. These programs specify the knowledge, skills and positive attitudes students must acquire to achieve the goals of basic education;

– basic learning resources that support programs, facilitate classroom instruction and challenge students to learn and perform to the best of their abilities; and

– services that help schools foster innovation and excellence in basic education.

During the 1987-88 year, the branch continued to develop and validate programs and policy, and authorize learning resources at both elementary and secondary levels.

Reports on the achievements and initiatives of the various units during the reporting period follow.

Early Childhood Services/Elementary Unit

• The most significant activity was the integration of Early Childhood Services and the Elementary Curriculum Unit. The move was prompted by concern for continuity of programs through the early school years. It is a first step in designing a balanced sequence of programs from early to later childhood.

• Work proceeded on:
(1) development of new social studies and music curricula;
(2) creation of the child abuse unit in the health curriculum; and
(3) authorization of basic resources for elementary school language arts.

Junior High Unit

• Several new and revised programs were approved including agriculture, drama, ethics, language arts, music (general, instrumental and choral), physical education and social studies. Relevant curriculum guides, teacher resource manuals and learning resources were made available.

• In-service programs were prepared with ACCESS Network for ethics, physical education and social studies. Regional orientation workshops for home economics were coordinated.

• Developmental and validation work continued in science and computer literacy. A review and selection of learning resources to support the new science program was undertaken.

• Developmental work began in environmental and outdoor education, and in business education.

• Policy, guidelines and procedures were developed for locally authorized courses.

Senior High Unit

• New programs of study were approved for Career and Life Management 20 (CALM 20), Drama 10-20-30, Physical Education 10-20-30 and Social Studies 10-13 (Interim). Curriculum guides and support documents were developed; learning resources authorized. Because of the unique nature of CALM 20, Alberta Education commissioned a custom-designed textbook which was near completion by the end of the 1987-88 year.

• Guidelines and strategies for implementing CALM 20 in Catholic high schools were developed jointly with the Alberta Catholic School Trustees' Association.

• Program development in mathematics, science and social studies continued; plans were prepared for field validation during the 1988-89 year of proposed study programs for Mathematics 10-13-14, Science 14-24 and Social Studies 20-23. Draft curriculum guides and support documents were prepared. A mathematics monograph "Problem Solving in Mathematics Education," was developed and distributed.

• Plans were made to revise the language arts and music programs, and the first stage of the review of practical arts began.

• New graduation requirements, implementation time lines, program structures and major content changes were announced. To help Grade 9 students, their parents and educators understand and plan for these changes, an information package,"A Credit to Yourself," was prepared. The package was distributed to senior high schools, schools with Grade 9 students and various special interest groups.

• A special policy on use of human tissue and fluid in school programs was published as one component of the province's educational program on Acquired Immune Deficiency Syndrome (AIDS).

• A new policy for locally developed courses was approved; a

tracking system for such courses was put in place. Several locally developed course proposals were reviewed.

• Learning resources, including software packages, were reviewed and authorized for several courses.

Integrated Occupational Program (IOP)

• The junior high portion of the IOP was field-tested in nine school jurisdictions. Responses to Grades 8 and 9 curricular documents in language arts, mathematics, practical arts, science and social studies will form the basis of course revisions made before implementaion of the junior high portion of the IOP in September 1989. (Note: Practical arts covers business education, personal and public services, and technical/ occupational education.)

• Curricular documents were prepared for:

– Grade 10 IOP courses in English 16, Mathematics 16, Science 16 and Social Studies 16; and

– 20 courses within these eight occupational clusters: Agribusiness, Business and Office Operations, Construction and Fabrication, Creative Arts, Natural Resources, Personal and Public Services, Tourism and Hospitality, and Transportation.

• Ten school jurisdictions were selected for field tests during the 1988-89 school year for the Grade 10 IOP curriculum.

To provide information on the aims of the IOP:

– a manual, "Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers," was distributed to all superintendents and school principals with students in Grades 8 through 12.

– "Opening New Doors," a videotape produced jointly by the department and ACCESS Network, was broadcast.

– a brochure answering the 20 questions most often asked about the IOP was prepared.

CURRICULUM SUPPORT BRANCH

Report of the Director

The mandate of the Curriculum Support Branch is to provide leadership and direction in the validation of curricular programs, and in the design, development, acquisition and implementation of integrated learning and teaching resources.

The branch's responsibilities are divided among three units: Learning Expectations and Resource Evaluation, Resource Development and Implementation, and Technology Integration.

Learning Expectations and Resource Evaluation Unit

• Three important publications were completed and distributed: (1) "Students' Interactions," second document in the Developmental Framework Series; (2) "Sightlines Catalogue"; and (3) "Courseware Catalogue, 1987."

• Forms and procedures used to evaluate learning resources were revised.

• Approximately 50 documents were reviewed for their fit within one or both of the Developmental Framework Series and the "Catalogue of Essential Concepts, Skills and Attitudes."

• In total, 552 courseware resources were evaluated; workshops and presentations on the resource evaluation process and specific courseware were held.

Resource Development and Implementation Unit

- A program on Elementary Art was produced in cooperation with ACCESS Network for the "Encounters" television series. A leader's slide set and associated teaching references for Elementary Art were also produced.
- A three-part video program was completed for use in French Secondary Language Arts as was a curriculum guide for French Language Arts 7-12.
- A curriculum guide was completed for Junior High Mathematics, and authorization of recommended and supplementary learning resources for Secondary Physical Education was coordinated.

Technology Integration Unit

- "A Strategic Plan for Microcomputers in Schools" was completed and distributed. This document proposes a direction for use of computers in education, and for assembly of the components needed to ensure the success of computers as an educational tool.
- Development work was undertaken in conjunction with ACCESS Network in three project areas: (1) priorities for the production and acquisition of learning resources; (2) procedures for co-acquisition of film and video resources; and (3) plans for production of video materials that address key concepts in education.
- "The MECC* Reviewer's Choices Catalogue" was compiled to help classroom teachers obtain and use MECC software more effectively. A provincial licence was negotiated for a productivity software package.
- Workshops and presentations on integrating technology in the curriculum were offered throughout the year.

*MECC - Minnesota Educational Communication Corporation

LANGUAGE SERVICES BRANCH

Report of the Director

The mandate of the Language Services Branch is to plan, develop and implement second language programs for languages other than English, including English as a Second Language (ESL) and Native Languages.

French Language Education Unit

- The elementary programs developed for Francophone and immersion students were approved and implemented. New programs developed at the secondary level were piloted with language and literature resources.
- Minor revisions were made to the social studies program to meet specific needs of Francophone and immersion students. Learning materials were developed for Grades 5 and 10 topics.
- The French edition of the elementary and junior high programs in health education, with curriculum guides, teacher resource manuals and bilingual glossaries, was distributed.
- Curriculum materials were developed in: accounting, elementary music, junior high health and typing. In total, 25 curricular documents in support of French language education were distributed.

Second Languages Unit

- In conjunction with the Native Education Project, the Cree Language and Culture program was developed and approved and the Blackfoot Language and Culture program was piloted.
- Basic learning resources for Grades 1-5 in the Cree language were developed. The work was undertaken by the Edmonton Public School Board and the Little Red River Band, through contracts with Alberta Education.
- Guidelines for English as a Second Language (ESL) instruction in the elementary and junior high levels were finalized.
- Ukrainian language education projects included:
  - completion of curricular materials for the Ukrainian Bilingual program;
  - printing of teacher manuals for Ukrainian Music, Grades 1-6;
  - revision of Ukrainian Language Arts programs, Grades 1-12; and
  - in cooperation with the Ukrainian Education Centre at the University of Alberta, development of learning resources for Ukrainian Language Arts, Grades 1-12 was started.
- A significant focus of the year's activities was preparation for second language programming in the 1990s. A conceptual framework was developed, centred on levels of language proficiency; various needs assessments were conducted.

Federal-Provincial Agreement on Official Languages in Education

The branch was involved in the administration of this bilateral agreement. In total, $7,462,000 were provided in program grants and $912,311 in grants for program expansion and development projects to school jurisdictions offering French language programs.

NATIVE EDUCATION PROJECT

Report of the Director

Alberta's Native education policy was announced in March 1987. The policy aims to:

– improve opportunities for Native students to receive a high-quality education that meets their needs;

– ensure that Native people, especially parents, have an opportunity to help guide and shape the education of their children; and

– improve school attendance and achievement by Native students.

The 1987-88 reporting period was the first full year of the policy's operation: 55 school jurisdictions obtained grants from the $4 million allocated to implement the policy. The grants were applied to locally initiated projects, which included development of home-school liaison services, counselling, tutorial programs, Native language instruction and cultural activities. Approximately 100 Native people are employed by school jurisdictions to implement the policy.

A major focus has been the development of basic resources about Native people for all Alberta students. Eight books, which deal with topics in Social Studies, Grades 1-7 and in junior high art, have been published. Other resources are being prepared.

Other achievements and initiatives in 1987-88 included:

- A committee of Native teachers conducted tolerance and understanding audits and Native content analyses. The first edition of a catalogue was printed and made available to teachers.
- Project staff cooperated with the Language Services Branch in preparing curricula and resources for the Cree and Blackfoot languages. A curriculum to teach Cree as a second language was developed for Grades 1-9; the Blackfoot language curriculum for Grades 1-6 is being completed.
- The Native perspective was included in the revision by the Curriculum Design Branch, of these programs: Career and Life Management, Health and Personal Life Skills, Law and Physical Education.
- A preliminary draft of an awareness package for teachers was prepared.
- A three-year plan was developed for evaluating the effects of the Native education policy. Baseline data on student achievement, attendance, age-grade delay and parental involvement were gathered.
- In cooperation with ACCESS Network, production of videotapes on specific curriculum areas began.
- The Native Education Project is also advancing the cause of Native education through its representation on the Alberta Human Rights Commission, the Federal Native Economic Development Council, the Intergovernmental Committee on Native Pre-employment, and the Minister's Advisory Committee on Native People's Education.

STUDENT EVALUATION AND RECORDS BRANCH

Report of the Director

The Student Evaluation and Records Branch administers the provincial Student Evaluation Program, maintains student records and awards high school diplomas. The Student Evaluation Program includes administration of the Grade 12 Diploma Examination, Achievement Testing, Diagnostic Evaluation and General Educational Development Testing programs.

The appendices to this report present a range of details on the operation of schools throughout Alberta: enrolment, pupil counts and distribution by age, grade and gender, and acceleration and retardation.

Student records processed during the year are shown in the following table of total course enrolments:

A detailed breakdown of these statistics appears in Appendix II.

Enrolments			
Academic Subjects	Male	361,335	
	Female	382,961	
Subtotal			744,296
Vocational Subjects	Male	40,304	
	Female	23,707	
Subtotal			64,011
General Education Development			
	Male	9,036	
	Female	7,936	
Subtotal			16,972
Total			825,279

Diploma Examination Program

Diploma examinations were developed and administered for English 30, English 33, Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, Physics 30 and Langue et Littérature 30. Examinations in Social Studies 30, Mathematics 30, Biology 30, Chemistry 30 and Physics 30 were available in French.

The examinations were held in June 1987 and January 1988 in most high schools; in August 1987 in summer schools and in special writing centres. **Table A** shows the number of students who wrote diploma examinations, and compares totals for 1987-88 and 1986-87. Provincial results for the June 1987 and January 1988 examinations are presented in **Tables C and D**, along with school-awarded marks and final blended marks.

Since the introduction of diploma examinations in 1984, the number of participating students has increased each year in all subjects except English 33. The number of students writing English 30 and English 33 since examinations began in 1984 is shown in **Figure 1.**

Achievement Testing Program

In June 1987, the branch administered achievement tests in Grade 3 Science, Grade 6 Mathematics and Grade 9 Social Studies. The tests were written by almost all students in the province enrolled in these programs. The results are shown in **Table B.**

French translations of the Grade 6 Mathematics and Grade 9 Social Studies tests were available for French immersion and Francophone students. The French translation test for Grade 6 Mathematics was written by 1,049 students, for Grade 9 Social Studies by 627.

Diagnostic Evaluation Program

Development of the Grades 1-6 Mathematics Diagnostic instruments continued.

General Educational Development Testing Program

General Educational Development Tests were administered for adults seeking a High School Equivalency Diploma. Here is a statistical review of the program.

Individuals writing tests	4,236
Tests administered	
Mathematics	3,360
Reading Skills	3,380
Science	3,297
Social Studies	3,410
Writing Skills	3,525
Individuals awarded diplomas by passing tests	2,597

Four hundred and thirty-six individuals were awarded High School Equivalency Diplomas.

High School Diplomas Awarded

High school diplomas were awarded to 25,989 students. The number awarded in each diploma category is shown in the table below, with comparative figures for 1986-87.

	1987-88	1986-87
Diploma Category		
General High School Diplomas	9,887	10,410
Advanced High School Diplomas	10,318	10,163
Advanced High School Diplomas, with Excellence	2,751	2,834
High School Equivalency Diplomas	3,033	2,677
Total	25,989	26,084

As the table indicates, there was a slight decrease in 1987-88. However, there was a marked increase in the number of students awarded diplomas in certain categories since the program began in 1983-84. For example:

- Students awarded high school diplomas in 1987-88 totalled 11.8 percent more than in 1983-84.
- Students awarded the Advanced High School Diploma with Excellence in 1987-88 was almost double the 1983-84 total (see **Figure 2**).

On the other hand, students awarded General High School Diplomas in 1987-88 were 11.8 percent fewer than in 1983-84. **Figure 3** presents a five-year comparison of the number of students awarded diplomas of all types.

Table A

Number of Students Who Wrote Diploma Examinations
1986-87 and 1987-88

	June 1987	August 1987	January 1988	Total 1987-88	Total 1986-87
English 30	13,286	833	9,189	23,308	22,823
English 33	5,572	210	4,078	9,860	9,934
Social Studies 30	11,696	371	8,561	20,628	19,269
Mathematics 30	9,681	804	9,079	19,564	18,872
Biology 30	10,284	577	7,891	18,752	17,750
Chemistry 30	8,932	470	6,731	16,133	15,560
Physics 30	5,183	335	3,180	8,698	8,418
Langue et Litt 30	191	2	103	296	64

Table B

Results of Achievement Tests, 1987-88

	Number of Students	Percentage of Students Who Achieved Provincial Standards	
		Basic Standard	*Outstanding Standard*
Grade 3 Science	31,384	91.2	15.8 (Total Test)
Grade 6 Mathematics	31,130	92.1	12.3 (Total Test)
Grade 9 Social Studies	27,731	81.0	16.0 (Mult. Choice)
		80.7	8.4 (Writ. Resp.)

Table C

Student Marks in Diploma Examinations
June 1987

Diploma Examination Course	Distribution of Student Marks A(80-100%)	B(65-79%)	C(50-64%)	F(0-49%)	Average Mark Awarded
English 30 (13,286 students)					
School-Awarded Mark	13.6	39.5	38.7	8.2	65.0
Diploma Exam Mark	11.5	34.8	40.8	13.0	63.6
Final Blended Mark	10.8	38.4	45.0	5.8	64.8
English 33 (5,572 students)					
School-Awarded Mark	4.3	29.9	53.1	12.8	59.9
Diploma Exam Mark	6.5	37.8	41.9	13.8	62.4
Final Blended Mark	3.3	34.3	55.7	6.7	61.7
Social Studies 30 (11,696 students)					
School-Awarded Mark	17.5	36.4	38.6	7.4	66.0
Diploma Exam Mark	14.5	33.3	33.0	19.2	63.2
Final Blended Mark	14.6	35.9	40.6	8.8	64.9
Mathematics 30 (9,681 students)					
School-Awarded Mark	19.1	29.3	38.8	12.8	64.7
Diploma Exam Mark	23.7	27.5	26.1	22.7	64.4
Final Blended Mark	20.5	28.5	37.6	13.4	65.0
Biology 30 (10,284 students)					
School-Awarded Mark	20.3	35.2	36.0	8.4	66.7
Diploma Exam Mark	26.0	25.9	24.0	24.1	64.6
Final Blended Mark	23.1	30.3	33.3	13.2	66.1
Chemistry 30 (8,932 students)					
School-Awarded Mark	23.6	36.3	32.1	8.0	68.0
Diploma Exam Mark	27.8	29.0	25.7	17.4	66.9
Final Blended Mark	24.8	34.7	30.2	10.3	67.9
Physics 30 (5,183 students)					
School-Awarded Mark	26.2	38.4	29.0	6.3	69.4
Diploma Exam Mark	22.9	25.5	29.2	22.4	63.9
Final Blended Mark	22.8	33.3	33.5	10.4	67.1
Langue et Littérature 30 (191 students)					
School-Awarded Mark	34.0	45.5	18.3	2.1	73.0
Diploma Exam Mark	31.9	49.2	17.8	1.0	74.1
Final Blended Mark	29.3	52.4	17.8	0.5	73.8

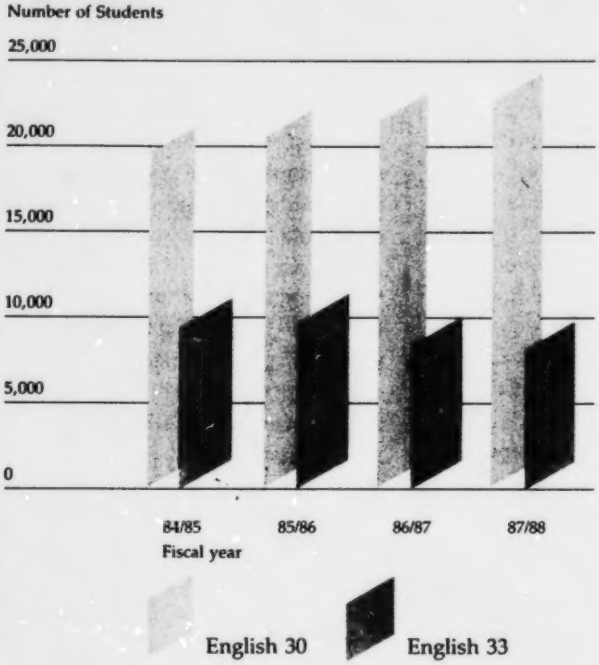
Table D

Student Marks in Diploma Examinations
January 1988

Diploma Examination Course	Distribution of Student Marks A(80-100%)	B(65-79%)	C(50-64%)	F(0-49%)	Average Mark Awarded
English 30 (9,189 students)					
School-Awarded Mark	13.3	41.0	38.6	7.1	65.5
Diploma Exam Mark	7.1	32.6	44.7	15.6	61.5
Final Blended Mark	8.1	38.4	47.8	5.8	64.0
English 33 (4,078 students)					
School-Awarded Mark	4.0	35.3	49.6	11.1	61.1
Diploma Exam Mark	6.0	35.3	44.2	14.5	61.6
Final Blended Mark	2.9	35.4	54.9	6.8	61.8
Social Studies 30 (8,561 students)					
School-Awarded Mark	16.0	38.3	38.8	6.9	66.0
Diploma Exam Mark	12.4	34.6	34.9	18.1	62.9
Final Blended Mark	13.1	37.3	40.9	8.6	64.8
Mathematics 30 (9,079 students)					
School-Awarded Mark	24.8	33.9	32.7	8.6	68.1
Diploma Exam Mark	25.2	27.4	24.6	22.7	64.9
Final Blended Mark	24.1	30.9	33.8	11.3	66.9
Biology 30 (7,891 students)					
School-Awarded Mark	19.4	36.8	37.0	6.8	66.8
Diploma Exam Mark	21.8	29.3	28.2	20.7	64.6
Final Blended Mark	20.4	32.9	36.6	10.1	66.1
Chemistry 30 (6,731 students)					
School-Awarded Mark	22.2	36.5	33.5	7.7	67.7
Diploma Exam Mark	15.6	26.5	34.0	23.9	61.8
Final Blended Mark	16.9	33.9	38.0	11.2	65.1
Physics 30 (3,180 students)					
School-Awarded Mark	26.0	39.9	28.2	5.9	69.5
Diploma Exam Mark	25.0	30.0	26.6	18.3	65.8
Final Blended Mark	24.7	35.8	31.3	8.2	68.1
Langue et Littérature 30 (103 students)					
School-Awarded Mark	29.1	40.8	28.2	1.9	72.2
Diploma Exam Mark	12.6	40.8	37.9	8.7	66.1
Final Blended Mark	14.6	53.4	31.1	1.0	69.4

Figure 1

Number of Students Who Wrote English 30 and English 33 Diploma Examinations
A four-year comparison*



*Each fiscal year includes June and August examinations in one year and the January examination in the next.

Figure 2

Number of Students Awarded Advanced High School Diplomas with Excellence
A five-year comparison

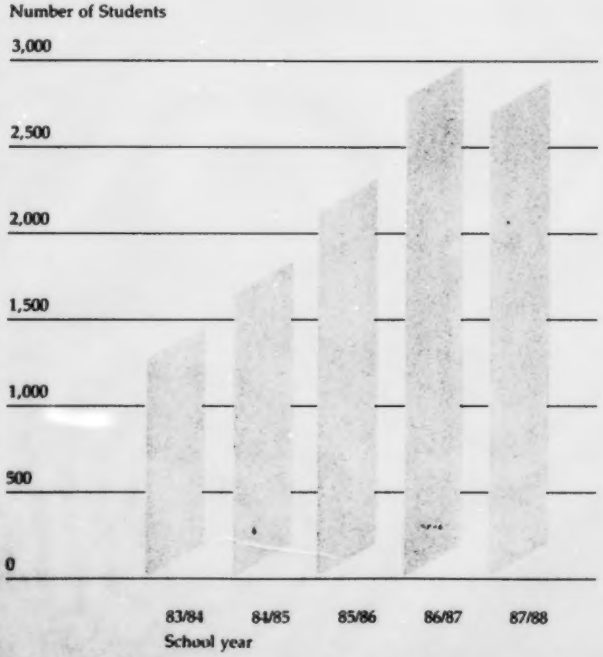
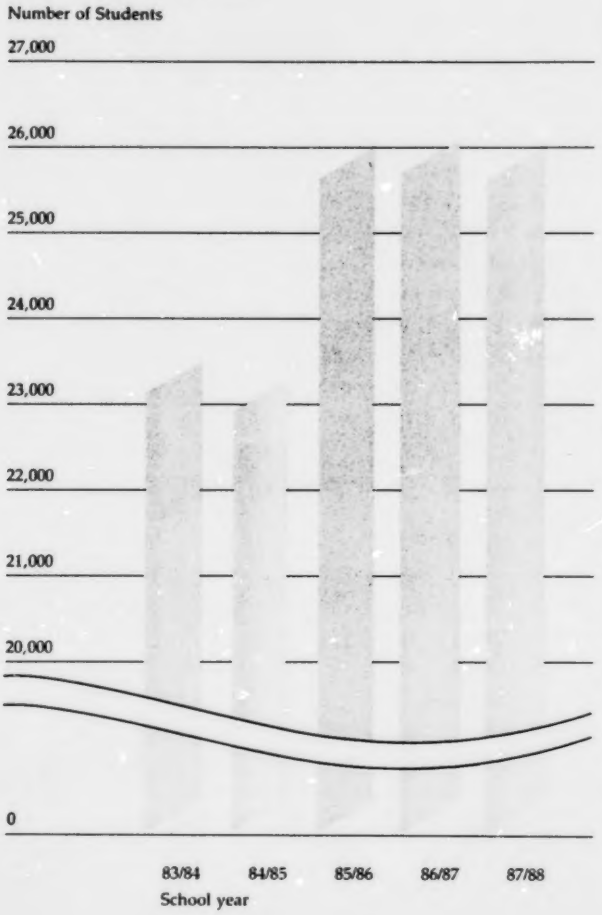


Figure 3

Number of Students Awarded High School Diplomas of All Types
A five-year comparison



Program Delivery Division

Report of the Assistant Deputy Minister

The responsibilities of the Program Delivery Division are to oversee and coordinate the operation of:

– the five Regional Offices of Education, located in Grande Prairie, Edmonton, Red Deer, Calgary and Lethbridge;

– the Support Programs Branch, which is responsible for the Community School, Adult Basic Education, Educational Exchange and School Food Services programs;

– the Teacher Certification and Development Branch; and

– the Education Response Centre, which incorporates the Alberta School for the Deaf.

The division's responsibilities are also to:

– oversee and coordinate use of technology, services in distance education and teacher certification and development;

– provide services concerned with administration, consultation, evaluation and planning that support educational programs and direct services to students from Early Childhood Services through Grade 12; and

– participate in developing department regulations and policy.

During the 1987-88 fiscal year, this included assisting in the change of emphasis from evaluation policy development to policy implementation focussing on results.

Significant achievements and initiatives by the division during the year included:

- Re-orienting the monitoring process to focus more on results.
- Implementing the Practice Review Regulation in conjunction with the Council of Alberta Teaching Standards.
- Consulting with the Northland School Division in a systems evaluation and assisting in the restructure of its central office.
- Completing the first year of the Distance Learning in Small Schools Project.
- Encouraging the further integration of special education in the Education Response Centre and continuing to establish effective linkage between the centre and the regional offices.
- Enhancing the information management and communications systems within the division, by networking that uses the latest electronic technology.

GRANDE PRAIRIE REGIONAL OFFICE OF EDUCATION

Report of the Director

The Grande Prairie Regional Office serves 21 public schools, 18 private schools and 14 private Early Childhood Services (ECS) jurisdictions in Zone 1 (see map **Figure 4**). The zone delivers educational programs to more than 30,000 students in ECS through Grade 12. Major services provided by the regional office include consulting, in-service training,

certification of programs, and monitoring and assessment of programs and services. The office also ensures that provincial policies, guidelines and procedures are followed.

Noteworthy achievements and initiatives in 1987-88 included:

- Conducting one system and six school evaluations; conducting program evaluations of high school science, French languages, mathematics, physical education, guidance and health. Staff also assisted with 10 district-managed evaluations at system, school and program levels.
- Providing in-services in art, guidance, language arts, music, mathematics, science, social studies, special education, student evaluation and ECS programs.
- Assisting seven school boards to establish a Francophone school in the Peace River/Smoky River area.
- Monitoring the implementation of teacher and student evaluation policies in six districts and all private ECS operations.
- Monitoring special needs programs: 310 grant applications were processed for 17 special needs programs, about one-third of which were monitored.
- Forming eight separate school districts; closing one public and two private schools.

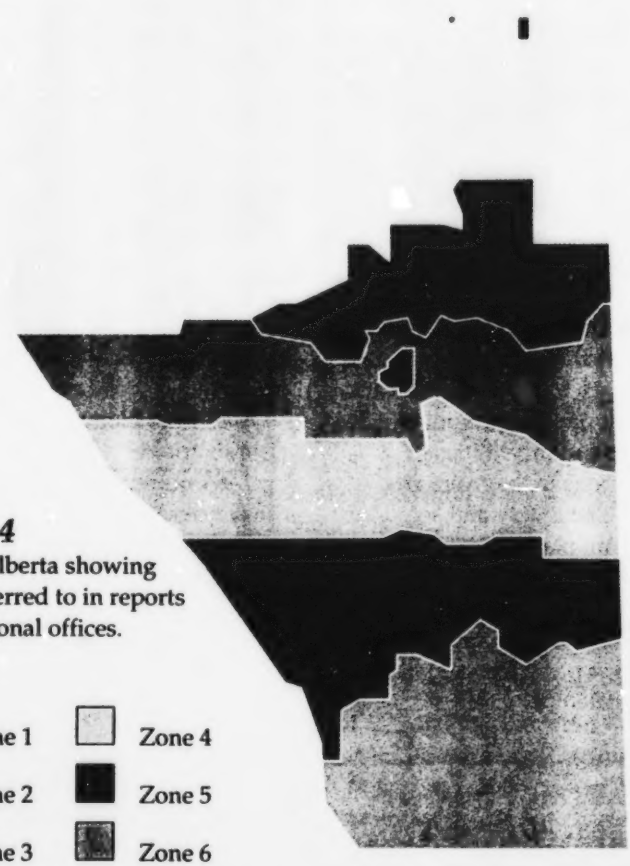


Figure 4
Map of Alberta showing zones referred to in reports from regional offices.

EDMONTON REGIONAL OFFICE OF EDUCATION

Report of the Director

The Edmonton Regional Office serves 57 school jurisdictions, 122 Early Childhood Services (ECS) operations and 56 private schools in zones 2 and 3 (see Figure 4).

During the reporting period, staff assisted school jurisdictions by providing evaluation, monitoring and consulting services; by accrediting school programs; and certifying school grants. Staff also served on provincial committees and projects and assisted in resolving local issues at the request of the Minister, school jurisdictions and senior education officials. Significant initiatives undertaken during the reporting period included:

- Staff worked with personnel in school jurisdictions in evaluating 18 programs, 32 schools and two school systems. Evaluations examined the effectiveness and efficiency of educational programs and school and system operations. One result was recognition of exemplary practices in school jurisdictions and opportunities for improving educational programming.
- Eighty-four programs were

monitored in the third year of a five-year monitoring plan. School system personnel were consulted on their programs, and provided with feedback. Resultant reports provided Alberta Education with insight into the effects of provincial programs and policies.

- Staff certified more than $55 million in grant payments to school jurisdictions involving 12 special needs program areas.

Staff attended regional meetings of school superintendents, trustees, administrators and teachers. Close ties were also maintained with individual school jurisdictions and private schools. Liaison was maintained with other branches in Alberta Education through involvement on joint committees and projects. One joint project studied the outcomes-based approach to assessing education results; another promoted word processing capabilities of computers in language arts.

All elementary and secondary program plans in zones 2 and 3 were processed for the purpose of accrediting schools. In several jurisdictions, enrolment audits and resident pupil reconciliations were completed.

RED DEER REGIONAL OFFICE OF EDUCATION

Report of the Director

The Red Deer Regional Office works with 19 public and separate school boards, 27 private schools and 58 private Early Childhood Services (ECS) operators in Zone 4 (see **Figure 4**). These entities cater to the educational needs of 36,200 students in central Alberta.

During the reporting period, investigations, monitoring, evaluation, implementation and consulting activities were carried out on a regular basis. The following significant achievements and initiatives were undertaken:

- Staff were involved in dealing with local issues at the request of the Minister, local jurisdictions and senior education officials.
- Staff participated in 35 school and program evaluations in both public and private schools. The evaluations provided school systems with data that enabled them to identify opportunities for improving the educational process.
- The office approved 175 elementary and secondary school program plans.
- Grant claim forms for $15 million in 12 special needs program areas were processed. Approximately one-third of existing special needs programs and evaluation policies were monitored.
- Communication with school systems improved by clarifying liaison practices. Each staff consultant was assigned specific liaison duties with specific school jurisdictions.

Regional office personnel: (1) assisted in the implementation of new and revised curricula; (2) served on committees that reviewed curricula, achievement tests, diploma examinations, programs and policy; and (3) attended meetings and seminars held by a wide range of professional and educational organizations.

CALGARY REGIONAL OFFICE OF EDUCATION

Report of the Director

The Calgary Regional Office works with 17 active school boards in two counties, nine school divisions and six school districts in Zone 5 (see **Figure 4**). The office also serves 12 semi-active school districts which do not operate schools. Consultants in the regional office also provide some services to zones 4 and 6.

In Zone 5 there are 450 public and separate schools, approximately 8,500 teachers, 17 central offices, 50 private schools (with 4,500 students) and 95 private Early Childhood Services (ECS) operators. In total, approximately 160,000 students attend schools and ECS programs in the zone. During the reporting period, the Calgary Regional Office directed much of its effort toward ensuring that the focus of school authorities was on results obtained by students.

Significant achievements and initiatives completed during the year included:

- Staff conducted seven school evaluations, five program evaluations and one major school system evaluation. Staff also assisted with evaluations conducted by school jurisdictions.
- One hundred and twenty letters were prepared for the Minister's signature.
- Program plans were approved for 325 elementary and 235 secondary schools.
- Most special needs programs were sample-monitored through on-site assessments by a staff consultant, to: (1) determine the extent to which school authorities comply with department policy

and program expectations; and (2) determine the impact of special needs funding and programs on student achievement.

Close contact was maintained with the Conference of Alberta School Superintendents in Zone 5, through staff attendance at meetings and a summer workshop. Staff also attended two meetings held by private school principals and met several times with private ECS operators.

LETHBRIDGE REGIONAL OFFICE OF EDUCATION

Report of the Director

The Lethbridge Regional Office works with school jurisdictions and private schools in Zone 6 (see **Figure 4**).

During the reporting period, school and program evaluations were given priority status. Staff worked with school systems and outside consultants to complete evaluations of 22 schools, eight programs and two school systems. The evaluations, which were conducted in public and private schools, help school jurisdictions improve educational opportunities for students.

Other initiatives during the year included:

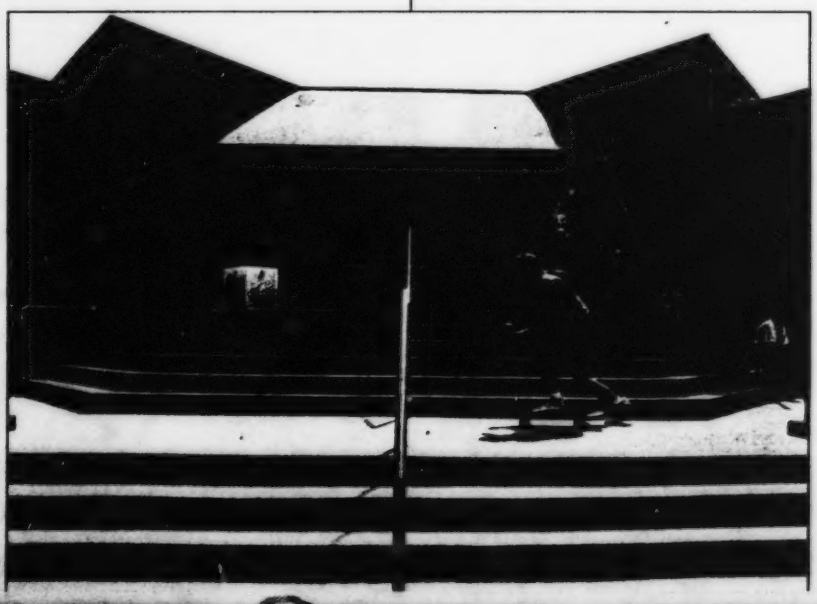
- Evaluation policies and selected special needs programs were monitored in school jurisdictions and private schools. Consultants visited schools to assess their adherence to provincial policies.
- Consulting services were provided to public and private schools on curriculum, testing and program concerns. Regional and school-based workshops focussed on curriculum changes and on explaining test results.
- Staff served on committees that reviewed curricula, achievement tests, diploma examinations, programs and policy.

Administration functions of the office included approval of school program plans, reconciling resident pupil counts and processing grant applications.

SUPPORT PROGRAMS BRANCH

Report of the Director

The Support Programs Branch administers programs that give students experiences beyond those available in regular classrooms. The programs fall into three activity areas: Interdepartmental Community Schools Committee, Adult Basic Education and Educational Exchange. **N.P.:** The branch also administers the division's School Food Services unit.



Interdepartmental Community School Committee

This committee, through the cooperation of four Alberta Government departments, coordinates initiatives in community schools and community education. The four departments are Education, Advanced Education, Culture and Multiculturalism, and Recreation and Parks. The major focus of the committee is to carry out the Alberta Community School Program, which promotes community school development in receptive communities. In the 1987-88 fiscal year, there were 66 designated community schools in the province.

Adult Basic Education

Provincial funding is available to school jurisdictions that offer extension courses for individuals who are beyond school age or who, for other reasons, are not able to attend school during regular hours.

The aim of the program is to improve access for adult students to basic education to enable them to function more effectively in society, enhance the quality of their lives and contribute to society in a meaningful way.

Funding is available for both basic literacy courses (Grades 1-9) and for extension programs for high school credit courses.

Educational Exchange

This program provides opportunities, through exchange experiences, to expand educational programs and increase the professional competence of teachers.

During the reporting period, the program administered the following exchange activities:

- Through the Alberta/Quebec Six-Month Student Exchange Program, 85 Alberta students spent three months living with Quebec families while attending school on a regular basis.
- Through the Alberta/Federal Republic of West Germany Six-Month Student Exchange Program, 66 Alberta students spent three months living with West German families while attending school on a regular basis.
- In total, 31 teacher exchanges were arranged with Australia, New Brunswick, Nova Scotia, Ontario, Prince Edward Island, the United Kingdom, the United States and West Germany.
- Fifteen Alberta high school students attended the 17th annual Interchange on Canadian Studies Conference in Regina, Saskatchewan.
- Teachers wishing to participate in European summer seminars for educators were helped to make contacts and arrangements.
- Alberta schools again participated in the Alberta/Quebec Twinning Program, which "twinned" classes for exchange of information and materials. Funding for a similar program with Ontario has been discontinued by the Ontario Ministry of Education.

A significant trend during the year was the strengthening of liaison and educational exchanges with nations in the Asia-Pacific area. Emphasis has been placed on liaison with Alberta's sister provinces: Heilongjiang, China, Hokkaido, Japan, and Kangwon-Do, South Korea. Eight Alberta schools were twinned with schools in Hokkaido, six with Heilongjiang and three with Kangwon-Do.

Other liaisons with Japan included (1) the loan of the services of a Japanese teacher by the province of Hokkaido; (2) the visit of a student delegation from Calgary to an international art camp in Hokkaido; (3) student exchanges with the Yamate High School in Yokohama; (4) placement of Japanese intern teachers in Alberta schools; and (5) recruitment of Albertans to teach in Japan.

School Food Services

The mandate of this program is to help schools plan and operate lunch programs. During the reporting period, consulting services on menu design, training kitchen staff and facility planning were provided to four Alberta schools.

School Food Services also jointly administered, with local societies, lunch programs in 29 communities throughout northern Alberta. Each school day, 2,800 nutritional lunches were served in these communities, totalling more than 508,000 lunches annually.

TEACHER CERTIFICATION AND DEVELOPMENT BRANCH

Report of the Director

The responsibilities of the Teacher Certification and Development Branch are to:

– evaluate teaching credentials, issue certificates, maintain files on professional teacher studies and services, and recommend to the Minister suspensions/cancellations of certificates;

– produce teacher-related data for planning, policy development and supply-and-demand forecasts;

– supply administrative services to various committees and boards, including the Council on Alberta Teaching Standards, the Teaching Profession Appeal Board and the Board of Reference;

– provide consulting services on teacher certification and development to the department, school jurisdictions, teachers and educational groups; and

– direct inquiries and investigations of complaints about unskilled or incompetent teaching.

On request by school systems, the branch evaluates the credentials of foreign high school students wishing to study in Alberta. During the 1987-88 year, 63 evaluations were completed, an increase over the 49 undertaken the previous year. Places of origin of the foreign students were: Asia (15), England (11), United States of America (10), Europe (9), Hong Kong (8), Philippines (8), South America (1) and the West Indies (1).

The following noteworthy initiatives were completed in the 1987-88 fiscal year:

- The Practice Review of Teachers Regulation, Policies and Procedures was approved by the Minister. The branch assisted the Council On Alberta Teaching Standards (COATS) to implement the Regulation.
- The branch helped COATS prepare recommendations for the Minister on changes in certification regulations and policies and a program to recognize teacher excellence.
- The branch also assisted

COATS in examining teacher preparation programs in Alberta, and in researching teacher evaluation and effective teaching practices.

During the year, negotiations continued with four provinces to establish bilateral agreements on teacher certification. Alberta has signed reciprocal agreements with Nova Scotia, Ontario and Quebec, and is close to doing so with Saskatchewan. Discussions will be opened with the other provinces in the 1988-89 fiscal year.

Tables E through I present principal statistics concerning the branch's operations during the reporting period. The tables specify the number of certificates and degrees held by teachers in Alberta, the number of new and interim certificates issued, and the number of professional statements issued to teachers moving out of the province.

Table H shows a significant decline in the number of out-of-province and out-of-country teachers applying for teaching authority in Alberta during this reporting period. There were more teachers in the work force than the number of teaching positions available. In response to this oversupply, more Alberta teachers sought employment elsewhere (see **Table I**).

Table E

Certificates, by Type, Held by Active Teachers in Public* and Other Schools

	School Type		
Certificate Type	**Public**	**Other, inc. Private**	**Total**
Professional	30,058	1,052	31,110
Provisional	14	0	14
Standard Secondary	317	7	324
Standard Elementary	667	22	689
Junior Elementary	685	16	701
Letter of Authority	23	11	34
Sub-total	31,764	1,108	32,872
Early Childhood Services			
Diploma	2,669	243	2,912
Permit	196	26	222
Subtotal	2,865	269	3,134
Grand Total	34,629	1,377	36,006

*Public refers to both public and separate schools.

Table F

Degrees, by Type, Held by Active Teachers in Public* and Other Schools

	School Type		
Degree Type	**Public**	**Other, inc. Private**	**Total**
B. Ed. only	17,835	619	18,454
B. Ed. and other	4,976	155	5,131
Other Bachelor's Degree	3,806	173	3,979
M. Ed. only	2,302	43	2,345
M. Ed. and other	55	2	57
Other Master's Degree	984	52	1,036
Doctorate	193	9	202
Total	30,151	1,053	31,204

*Public refers to both public and separate schools.

Table G

Teaching Certificates Issued
For the years ended March 31, 1987 and 1988

	1987-88	1986-87
Permanent Professional Certificates	1,571	1,516
Interim Professional Certificates	2,054	2,529
Interim Provisional Certificates	9	18
Letters of Authority	128	171
Temporary Letters of Authority	131	136
Interim Permits	97	178
Early Childhood Services Diplomas	367	455

Table H

Interim Certificates Issued to Teachers
Entering Alberta from Other Provinces and Countries
For the years ended March 31, 1987 and 1988

Place of Origin	1987-88	1986-87
Canada		
Newfoundland	17	26
Prince Edward Island	3	13
Nova Scotia	31	52
New Brunswick	21	41
Quebec	118	114
Ontario	78	102
Manitoba	43	71
Saskatchewan	114	122
British Columbia	68	132
Subtotal	493	673
Other Countries		
Africa	–	1
Australia	3	12
Czechoslovakia	1	1
Egypt	1	–
France	2	–
Germany	–	3
Guyana	–	1
Hong Kong	2	–
Ireland	2	–
Japan	–	1
Lebanon	1	–
Mexico	–	1
Netherlands	–	3
New Zealand	1	2
Philippines	–	1
Romania	–	2
Sierra Leone	1	–
United Kingdom	25	17
United States of America	52	78
Yugoslavia	–	1
Not reported	–	167
Subtotal	91	291
Grand Total	584	964

Table I

Professional Statements Issued to Alberta Teachers
Moving Outside the Province
For the years ended March 31, 1987 and 1988

Destination	1987-88	1986-87
Canada		
Newfoundland	7	5
Prince Edward Island	2	1
Nova Scotia	15	19
New Brunswick	12	5
Quebec	16	16
Ontario	300	162
Manitoba	13	5
Saskatchewan	87	82
British Columbia	404	333
Northwest Territories	52	18
Subtotal	908	646
Other Countries		
United States of America	17	5
Miscellaneous	2	3
Not specified	58	68
Subtotal	77	76
Grand Total	985	722

EDUCATION RESPONSE CENTRE

Report of the Executive Director

The Education Response Centre works with parents, teachers, school administrations, universities, colleges and the public to supply programs and services for students with exceptional education needs. The centre has two locations. Its provincial and northern offices are in Edmonton; the southern office is in Calgary. The northern office is responsible for the centre's services in zones 1, 2, 3 and 4; the southern office for services in zones 5 and 6 (see **Figure 4**).

The centre's two offices operate in four activity areas:

– technical, network and information services;

– training and materials management units, which provide opportunities for acquiring skills in the most up-to-date training techniques;

– student support units, which operate services not normally provided by teachers, but which are nonetheless essential in the education of exceptional students. They include occupational and physical therapy, speech therapy, audiology, psychology and counselling; and

– the demonstration, research and development units which are involved in research and documentation.

Special education functions of the centre include:

– negotiating contracts for assessment and consulting services for children with sensory handicaps;

– managing resource centres that provide materials for students who are visually impaired or blind;

– negotiating contracts to deliver services to young offenders;

– providing direction for guidance and counselling in education systems;

– developing and reviewing special education policies, guidelines and procedures;

– coordinating the work of the Special Education Placement Appeal Committee;

– liaison with other departments; and

– operating the Alberta School for the Deaf.

The Alberta School for the Deaf, part of the centre's northern operation, provides comprehensive educational programs and related services. Programs use a total communication approach to the education of deaf students aged five to 25.

A significant development during the reporting period was the introduction of a telephone-based, toll-free Response Line Service, and "Aspen," a province-wide, toll-free computer network. These technologies supply (1) on-line, Alberta-specific information on school programs, special services, special education terms and the School Act; (2) private electronic mail services; and (3) public forums on education topics. Users are school administrators and teachers, parents, university and college faculty staff, and members of more than 35 associations.

DISTANCE LEARNING IN SMALL SCHOOLS PROJECT

Report of the Director

In March 1987, the Minister proposed to increase equity of access and flexibility for rural high school students through broader program offerings.

The Distance Learning in Small Schools Project began in September 1987 in 13 small rural high schools in 10 school systems in southeast Alberta. The project created a wide-area network of students and distance education teachers in 10 subject categories: Business Education, English, French, German, Fine Arts, Industrial Arts, Home Economics, Mathematics, Science and Social Sciences.

The schools and teachers, who operate mostly from their homes, are linked by facsimile machines and teleconferencing convenors. Using Alberta Correspondence School courseware as the basic resource, 74 course offerings have been provided for 586 students to date.

Other initiatives during the year included:

- A study to provide architects with information on distance education and "electronic" classrooms, for incorporation in school buildings.
- ACCESS Network was contracted to develop videotapes addressing difficult concepts in senior high school courses; satellite TV dishes were installed at 13 pilot schools.
- Preparation was completed to network all schools and distance teachers on computers. Provision was also made to pilot other distance technology as it becomes available.

Because of the initial success of the project, plans were made to expand to 15 more rural high schools and introduce some junior high school programming.

Finance and Administration Division

Report of the Assistant Deputy Minister

The Finance and Administration Division is responsible for financial and administration services that support Alberta Education's programs, priorities and initiatives. This includes administration of the department's operational and capital budgets which include more than $1 billion in financial help to schools.

These responsibilities are divided among seven branches: Finance and Support Services, School Business Administration Services, School Buildings Services, Legislative Services, Information Services, Human Resource Services and the Learning Resources Distributing Centre.

During the 1987-88 fiscal year, the challenge of managing fiscal restraint continued. The department and the division monitored the impact of restraint at the local level and established a special fund to help school jurisdictions experiencing severe financial hardships because of restraint.

Other key achievements and initiatives by the division in the 1987-88 fiscal year included:

- Staff participation in the development of the new School Act and regulations.
- Financing of education throughout the province was enhanced with (1) improvements to the equity grant; (2) introduction of a new grant to help school jurisdictions implement changes in secondary education; and (3) further integration of the budgeting and planning process.
- Policies were implemented for the verification of pupil enrolment and monitoring pupil transportation. The policies ensure local accountability, efficiency and effectiveness, as well as compliance with provincial legislation, regulations and policies.
- The mandate was developed for a Financial Management Standards and Controls Unit. This new unit will help the department and school jurisdictions implement efficient and effective financial management policies, practices and systems.
- The division allocated $68.8 million in school capital funding for the 1987-88 year; it considered over 2,650 school capital project applications for 1988-89. The division also developed a school capital funding plan for 1988-90.
- A school construction cost study and a facility study for distance education were completed; a plant maintenance manual was distributed.
- The division participated in (1) development and review of requests to improve funding of the Teachers' Retirement Fund; and (2) a review of public sector pension policies.
- The 1988-89 Alberta Education budget proposal was developed and defended, resulting in a two percent increase in school grant rates, and an additional 2.85 percent increase in other areas for growth, pensions and special programs.

The division played a significant role in developing the department's Human Resource Management Plan and the Information Resource Plan. The Human Resource Management Plan is designed to help the department enhance its organizational leadership and management, improve its organizational performance and productivity, and improve the level and quality of service.

The Information Resource Plan, Alberta Education's first strategic information plan, is designed to provide a firm foundation for long-range information services in the department. Its primary strategic principle is to develop integrated corporate data that can be shared by all branches.

During the reporting period, the Assistant Deputy Minister represented the interests of government and the department on the Board of Administrators for the Teachers' Retirement Fund. He also assumed responsibility for chairing the School Buildings Board.

FINANCE AND SUPPORT SERVICES BRANCH

Report of the Director

The responsibilities of the Finance and Support Services Branch are to:

- direct and manage the department's budget preparation process;
- pay grants to school boards;
- assess the financial effects of funding policies;
- provide assistance in the development and control of financial systems;
- provide financial and administrative services to the department; and
- ensure that government and department financial regulations,

policies, guidelines and procedures are followed.

Significant achievements and initiatives during the 1987-88 fiscal year included:

- Establishment of Financial Management Standards and Controls as a distinct section of the branch.
- Development of the 1988-89 Alberta Education budget proposal. This resulted in a two percent increase in school grant rates, and an additional 2.85 percent increase in other areas for growth, pensions and special programs.
- Completion of the Information Resources Plan (IRP) which includes the first statement of mission, goals and objectives for Alberta Education, a business definition, target technical systems environment, and an implementation strategy for computerized information systems.
- Introduction of a new computerized grant-processing system, operating at a lower cost to government.
- Responding to more than 2,000 letters concerning education funding.
- Installation of a link between the branch's local area microcomputer network (LAN) and the Alberta Treasury mainframe computer system. A new LAN operating system was also installed and the network expanded.
- A review of Bill 59 which resulted in changes that ensured the bill remained consistent with the direction of the government.

Budgeting

This section:

– coordinates development of the department's budget proposals;

– offers consulting services on preparing and managing budgets;

– monitors expenditures to ensure budgets are not overspent;

– prepares applications for fund transfers and special warrants with back-up documentation;

– provides liaison between the department and the Budget Bureau; and

- administers the Minister's grants element.

During 1987-88, the section:

- Integrated the department's Four-Year Plan with the 1988-89 budget planning process. Branches were encouraged to focus on results to be achieved using the allocation of limited resources.
- Integrated the Electronic Information Processing Plan, the Human Resources Plan and the School Capital Plan as part of the budget planning process.
- Coordinated development of the department's 1988-89 budget proposals of approximately $1.3 billion.

Finance Operations

This section provides broad and coordinated financial and administrative services to all branches and programs in the department. Units in the section comprise Administrative Support Services, Financial Services, and Revenue Administration and Central Mail.

Administrative Support Services provides a broad range of administrative and accommodation services to the department and the public. During 1987-88, its Central Support subunit processed 3.5 million photocopies and filled more than 6,000 publication orders. The Facilities subunit initiated renovation and relocation projects and managed an accommodations budget of $374,500 and a capital budget of $1 million.

Financial Services manages and administers Accounts Payable, Vendor Administration and Document Reconciliation functions. Computerization and streamlining of unit operations reduced invoice processing time to 19 days compared with the government average of 22 days. More than 2,000 new vendor accounts were established and 36,500 invoices (a monthly average of 3,000) were processed.

Revenue Administration and Central Mail processed (1) approximately $1.2 billion in revenue for the department; (2) 252,960 pieces of incoming mail; and (3) 517,265 pieces of outgoing mail.

Figure 5

Grants to Schools
During the Fiscal Year
Ended March 21, 1988

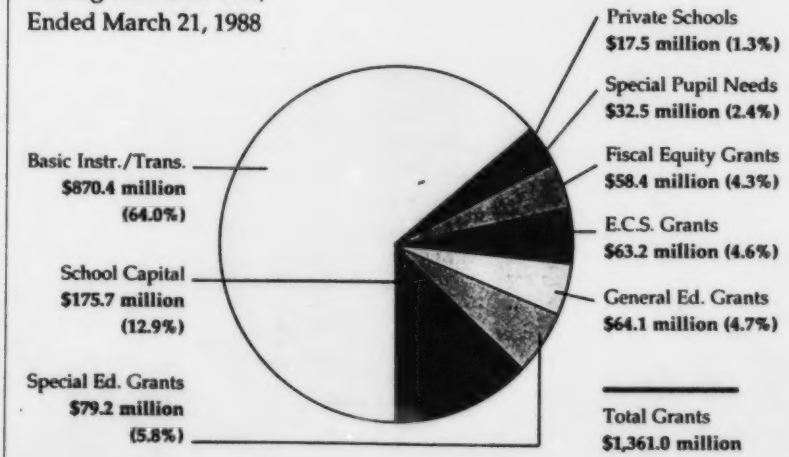


Table J

School Buildings Services Branch
New Construction Projects Tendered
April 1, 1987 - March 31, 1988

Jurisdiction	Project Name
Fort Vermilion S. Div. #52	Zama City School
County of Lac Ste. Anne #28	Elmer Elson Addition
Fort Vermilion S. Div. #52	Tompkins Landing School
Edson RCSSD #153	Vanier 4 Core Portables
County of Warner #5	Raymond Jr./Sr. High Addition
Calgary RCSSD #1	St. Lukes Addition
Calgary RCSSD #1	15 Core Portables (Various Locations)
Peace River S. Div. #10	Grimshaw Jr./Sr. High Addition
Lethbridge CSSD #9	Children of St. Martha Core School
County of Camrose #22	Bashaw Addition
County of Camrose #22	Bashaw 4 Core Portables
County of Camrose #22	Edberg Addition
County of Camrose #22	Edberg 2 Core Portables
County of Parkland #31	Wabamun Addition
Drayton Valley RCSSD #111	St. Anthony's Addition
County of Flagstaff #29	Forestburg Addition
Calgary RCSSD #1	Temple 8x8 Core School
Calgary RCSSD #1	St. Peter Portable Washroom
Mount Rundle S. Div. #64	Canmore High Addition
Spruce Grove RCSSD #128	St. Marguerite 4 Core Portables
County of Leduc #25	Beaumont High School
North Peace RCSSD #43	Immaculate Conception Core School
Calgary S. Dist. #19	Grant MacEwan Elem. Core School
Calgary S. Dist. #19	Grant MacEwan 2 Core Portables
Totals	

Table K

School Buildings Services Branch
New Construction Schemes Other Than by Public Tender
April 1, 1987 - March 31, 1988

Jurisdiction	Project Name	Description
County of Paintearth #18	Gus Wetter High Addition	Storage Area
Wainwright RCSSD #31	Blessed Sacrament Addition	Cafeteria/Ancillary, 2 Ancillaries, Science
County of Parkland #31	Graminia One Core Portable	Core Portable
County of Parkland #31	Eldorado One Core Portable	Core Portable
County of Parkland #31	Eldorado Portable Connecting Corridor	Portable Connecting Corridor
Rocky View S. Div. #41	Beiseker Addition	Circulation Area
County of Lethbridge #26	Kate Andrews High Addition	Non-instructional Areas
Edmonton RCSSD #7	Ecole Frère Antoine 4 Core Portables	4 Core Portables

Date of Tender	Gross Area - m^2	Basic Tender Cost - $	Pro-Rated Tender Cost - $	Pro-Rated Cost Per m^2 - $	Capacity
June 25/87	441.28	929,246	967,717	2,192.98	35
June 25/87	1,800.00	1,538,357	1,602,045	890.03	250
July 10/87	815.00	1,147,049	1,194,536	1,456.61	85
July 10/87	455.79	274,217	285,569	626.54	100
July 14/87	1,220.56	975,000	1,015,365	831.88	-0-
July 16/87	320.53	450,652	469,309	1,464.17	-0-
July 16/87	1,366.20	699,420	728,376	533.14	375
July 20/87	1,650.00	1,685,500	1,775,280	1,063.81	115
July 21/87	2,611.30	2,598,000	2,705,557	1,036.10	225
July 27/87	39.87	47,380	49,342	1,237.57	-0-
July 27/87	400.00	362,620	377,632	944.08	100
July 27/87	35.86	50,490	52,580	1,466.26	-0-
July 27/87	264.78	300,710	313,160	1,182.72	20
Aug. 20/87	235.00	293,300	305,443	1,299.76	50
Sept. 8/87	232.24	289,294	301,271	1,297.24	50
Sept. 18/87	1,032.72	1,098,900	1,144,394	1,109.21	150
Sept. 18/87	3,413.46	2,935,571	3,057,104	895.60	300
Oct. 27/87	18.58	15,284	15,917	856.67	-0-
Oct. 27/87	510.52	519,890	541,413	1,060.51	70
Oct. 28/87	434.04	385,000	400,939	923.74	100
Jan. 11/88	7,743.70	8,187,704	8,526,675	1,101.11	700
Jan. 18/88	3,045.16	3,458,868	3,602,065	1,182.88	300
Mar. 15/88	3,220.05	2,821,248	2,938,047	912.42	375
Mar. 15/88	196.21	84,280	87,770	447.33	50
	31,502.85		**32,457,506**		**3,450**

Tender Scheme Date	Gross Area - m^2	Estimated Cost - $	Capacity
July 14/87	68.58	43,536	-0-
Aug. 11/87	887.35	670,000	75
Aug. 11/87	79.56	51,000	25
Aug. 11/87	79.56	54,000	25
Aug. 11/87	26.00	23,500	-0-
Aug. 11/87	47.78	56,357	-0-
Sept. 8/87	244.63	211,000	-0-
Dec. 10/87	392.38	208,320	100
	1,825.84	**1,317,713**	**225**

Financial Management Standards and Controls

The responsibilities of this new section are to:

– advise senior executives on the degree to which internal and external financial management policies, practices and controls are being observed by managers;

– conduct systematic appraisals of all departmental financial operations; and

– ensure consistency in the administration of financial functions by helping managers implement standards, systems, controls, operation and monitoring.

During 1987-88, the section:

• Conducted an in-depth review of the financial operations of a program delivery section in the department and assisted in the application of procedures recommended through the review.

• Participated in development of procedures for verifying enrolment and transportation.

• Provided input to the Interdivisional Monitoring and Review Committee and to Interdepartmental Management Systems Financial Reporting.

Grants Planning and Administration

The responsibilities of this section are to identify and assess the financial effects of funding policies, coordinate development of grant budget proposals and manage systems to assign and control funds budgeted for school grants.

During 1987-88, the section:

• Processed 2,364 grant applications and made payments totalling $1.36 billion for 41 different grant types in eight major grant categories. Details are shown in **Figure 5** of the proportion of grants made to the eight major grant categories.

• Processed enrolment reports from 1,904 schools and Early Childhood Services (ECS) centres under the aegis of 143 public and separate school boards, 143 private schools, 225 private ECS operators, one public college and the Alberta School for the Deaf. The reports involved 439,426 students in total.

• Collected from 375 municipalities $150.3 million for the School Foundation Program Fund.

• Helped school systems obtain funds, updated the School Grants Manual, simplified application forms, revised payment policies and explained financial policies and regulations at regional finance workshops.

• Introduced a new computer system to improve grant processing.

• Developed 1988-89 grants budget proposals featuring general grant increases, improvements in equity funding and a new grant to support changes in secondary education.

• Improved its financial and statistical modelling capability, and applied this to demonstrate the financial impact of proposed changes under the School Act.

SCHOOL BUSINESS ADMINISTRATION SERVICES BRANCH

Report of the Director

The School Business Administration Services Branch provides support, advice and counselling in financial and administrative matters to educational groups and government departments. Services include:

– monitoring administrative and fiscal activities of school boards;

– assisting with development of statutes, regulations and policies concerning financial and administrative practices of school jurisdictions;

– advising local school authorities, educational groups and the public on statutes, regulations, policies and guidelines governing the financial and administrative operations of school authorities;

– administering implementation of regulations and policies concerning operational financing; and

– processing boundary changes, establishing school districts and arbitrating disputes as requested by the Minister or the department.

The branch comprises three functional units: field services, business administration services and support services.

Field services acts as a consultant to school jurisdictions and monitors and audits their financial affairs.

Business administration services processes audited financial statements and budgets, and maintains debenture records and levels of supported and unsupported debt.

Support services assists the other two functional units, and maintains and develops microcomputer programs that provide easily accessible information.

The reporting period was the first year the branch was responsible for verifying pupil enrolment. In total, 15 public jurisdictions and 17 private schools and private Early Childhood Services (ECS) operators were selected at random for verification of enrolment forms submitted to the department.

Branch staff reviewed budgets and financial statements of all school authorities, and the financial operations of private schools and

ECS operators. Agreements, debentures and short-term capital loans were approved and processed. The branch is also responsible for rural and urban transportation reviews. It is represented on the Lloydminster Charter Committee and the Alberta Assessment Equalization Board.

Staff worked with the Faculty of Extension, University of Alberta, in presenting courses on financial practices and administrative management. Staff also participated in workshops for ECS executives.

SCHOOL BUILDINGS SERVICES BRANCH

Report of the Director

The School Buildings Services Branch reviews and processes services for school facility construction, modernization and restoration programs for the School Buildings Board. The board is an independent body appointed by Order in Council to evaluate and make decisions on applications for building funds by school jurisdictions. The branch also administers the School Buildings Act, the School Buildings Regulation and Funding Order, the Tendering Regulation and related statutes.

During the 1987-88 fiscal year, the School Buildings Board approved projects valued at $68.8 million in government funding. In detail, the board processed and transacted these projects:

– new construction 259,
– modernization 454,
– under the Building Quality Restoration Program 617.

The board also responded to approximately 2,650 capital project applications, totalling $170 million, from school boards for 1988-89. These projects were evaluated for approval within the $85 million allocated for 1988-89 funding.

During the year, branch staff supplied planning, consulting, inspection and monitoring services to school board personnel and trustees. The services primarily concerned school design, curriculum accommodation, tendering procedures, code requirements and technical aspects of buildings. In providing them, branch staff:

- Inspected 1,185 projects, involving new construction, modernization and building quality restoration.
- Participated in 200 meetings with school boards.
- Carried out 90 evaluations of school facilities.
- Conducted special needs studies in the Lloydminster, Medley and Thibault school jurisdictions.
- Attended 27 of 38 official school opening ceremonies and presented commemorative items.

In addition, branch staff worked on or completed:

- The School Capital Funding Plan for 1988-90.
- The Branch Operational Plan for 1987-91.
- School Capital Priorities and Guidelines for 1988.
- School Buildings Services Information Needs Assessment and Network Requirements.
- Facility Study for Distance Education.
- The School Construction Cost Study.
- The School Plan Maintenance Manual.

Branch staff also contributed significantly to the planning and organization of the Council of Educational Facility Planners International, 64th Annual Conference, in Edmonton in October 1987.

Tables J and K show new construction tendered in the 1987-88 fiscal year and new construction schemes other than by public tender. **Figures 6, 7 and 8** are concerned with School Buildings Board agenda items, construction of new facilities and expenditures on building quality restoration.

Figure 6

School Buildings Board
Frequency and Type of Agenda Items Dealt With
April 1, 1987 – March 31, 1988

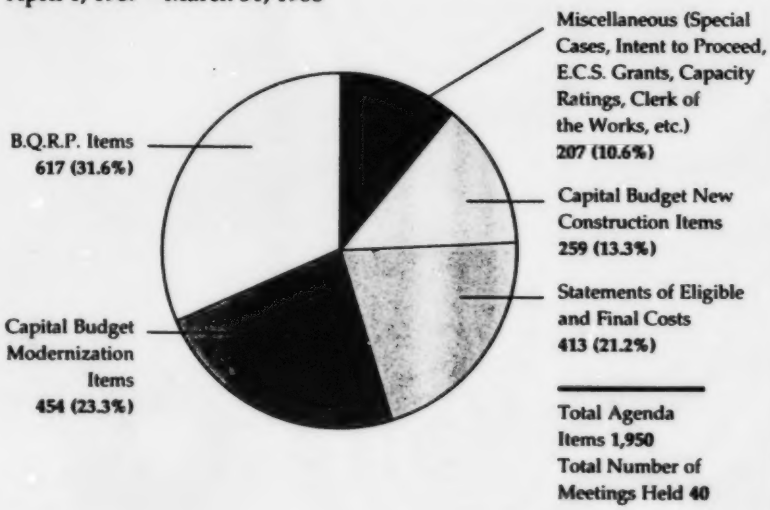

Miscellaneous (Special Cases, Intent to Proceed, E.C.S. Grants, Capacity Ratings, Clerk of the Works, etc.)
207 (10.6%)
B.Q.R.P. Items
617 (31.6%)
Capital Budget New Construction Items
259 (13.3%)
Statements of Eligible and Final Costs
413 (21.2%)
Capital Budget Modernization Items
454 (23.3%)
Total Agenda Items 1,950
Total Number of Meetings Held 40

Figure 7

School Buildings Services Branch
Construction of New Facilities
April 1, 1987 – March 31, 1988

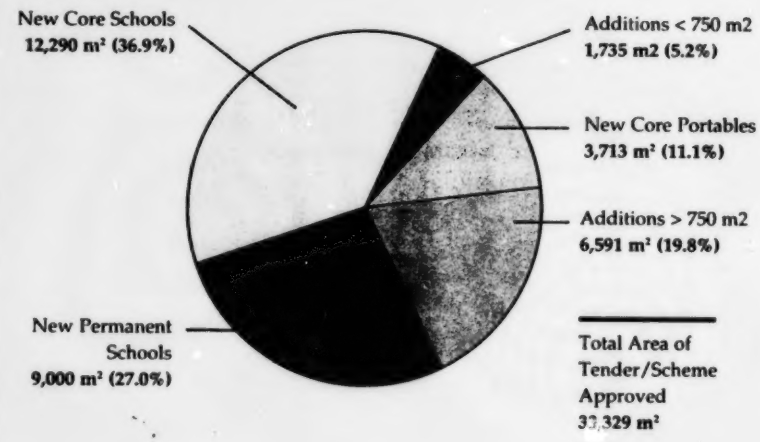
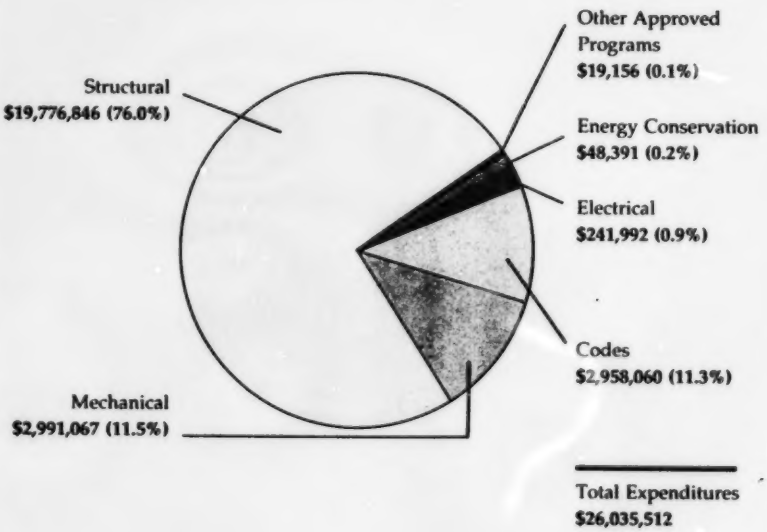


Figure 8

School Buildings Services Branch
Expenditures on Building Quality Restoration Program



LEGISLATIVE SERVICES BRANCH

Report of the Director

The responsibilities of the Legislative Services Branch are to:

– coordinate legislation and regulations for the department, and monitor development of policies and procedures related to legislation;

– coordinate requests for legal opinions from the Attorney General's department, interpret these opinions and coordinate education litigation with that department;

– to administer the contract system, the Provincial Placement Appeal Committee, Ministerial Orders, Orders in Council and applications for Commissioner of Oaths appointments; and

– research education-legal matters for the department and negotiate contracts for custom-developed learning resources.

During the 1987-88 fiscal year, the branch participated in development of the new School Act and Regulations. Staff conducted in-service training and made presentations to stakeholder groups. Staff also provided in-service training for the Practice Review of Teachers Regulation, as well as education, administrative, contract and copyright law.

Other activities undertaken by the branch include:

- Preparation of recommendations for Orders in Council relating to regulations, amendments to regulations, school boundaries, debenture borrowing, appointments of trustees and establishment of school districts.
- Preparation of instructions for the Attorney General's department on Francophone education rights, unapproved private schools, Board of Reference hearings,

transportation fees and independent contractor teachers of the Alberta Correspondence School.

• Representation of Alberta Education on interdepartmental committees: Copyright, Education, Medical and Social Services to Children, Family Violence, Human Rights, Missing Children and Trade Policy. The branch also represented the department on the Copyright and Collectives Committee of the Council of Ministers of Education, Canada.

INFORMATION SERVICES

Report of the Director

Information Services is responsible for information planning, computer services, library services, records service and a computer information centre. The achievements and initiatives of these sections during the 1987-88 fiscal year follow.

Information Planning

This section managed the development of the department's Information Resource Plan.

Priority projects include a student registry, department network, and systems for grants, school authorities and human resources.

The section also responded to approximately 200 information requests by department staff.

Computer Services

This section provides administrative electronic data processing (EDP) services.

During 1987-88, the section:

• Implemented a new computer system for processing and paying school grants.

• Conducted a feasibility study for a Student Registry System to track all students in the province and provide data to department and school system staff.

• Enhanced existing systems concerned with retroactive credits in high school courses, special circumstances, elementary school program plans, and teacher inquiry and update functions.

Library Services

This section provides information services to support research, new initiatives and decision-making functions.

During 1987-88, demand for these services increased by these percentages: reference – 37 percent, inter-library loans – 30 percent, Selective Dissemination of Information (SDI) – 17 percent. SDI enables staff to stay current on national and international trends in education.

Records Services

This section manages and evaluates systems, facilities, procedures and services concerned with the public records of Alberta Education.

During 1987-88, the section:

• Realized savings of $53,769 for the department through the transfer of 4,477 cubic feet of public and other records to inactive storage, archives or destruction.

• Charged out 8,845 files to users.

• Classified, indexed and filed 65,538 documents.

• Provided documents to the public for small fees totalling $2,346.

• Assisted in developing a common cross-government automated records management system.

Computer Information Centre

The centre was established in September 1987 to offer tools and support to computer users, to enable them to do their own computing rather than have it developed by specialists. From its inception to the end of the 1987-88 fiscal year, the centre's staff assisted in the selection and installation of 90 microcomputers. On March 31, 1988, the department had 295 microcomputers in operation.

HUMAN RESOURCE SERVICES BRANCH

Report of the Director

The Human Resource Services Branch advises department personnel on staffing, position classification, employee relations, and occupational health and safety. The branch also manages the department's human resource systems and processes.

Principal statistics for the 1987-88 fiscal year include:

• 92 competitions held to fill positions left vacant through transfer, promotion or termination.

• 54 employees took advantage of the Early Retirement Program.

• 210 position classifications were reviewed.

• Six grievances were handled to the deputy minister level; two were taken to a grievance board.

• Thirteen employees were provided with benefits under the Long-Term Disability Income policy.

During the 1987-88 year, the Deputy Minister placed more emphasis on the human resource component by establishing a Human Resource Management Unit, reporting directly to the Assistant Deputy Minister.

The unit identifies and conducts initiatives which will assist Alberta Education staff in achieving department goals, and ensures that the department's management approaches and human resource systems are consistent with the direction of Alberta Education.

The Human Resource Management Plan was approved and is being implemented. It reflects five priorities for 1987-1990:

1. Enhanced leadership and management.
2. Improved department productivity.
3. Enhanced priority subject area knowledge.
4. Improved level and quality of service.
5. Improved staff confidence and morale.

The plan includes a number of staff development initiatives such as "hands-on" training in the effective use of computer software applications.

Table L presents statistics for the department's staff complement at March 31, 1988.

Table L

Human Resource Services Branch
Alberta Education, Staff Complement
All Positions, except Wages
At March 31, 1988

Branch	Filled	Vacant	Total
Minister's Office	3	0	3
Deputy Minister's Office	5	0	5
Assistant Deputy Minister, Finance and Administration	3	0	3
Finance and Support Service	50	6	56
School Business Administration Service	15	2	17
School Buildings	20	2	22
Human Resource Services	12	2	14
Legislative Services	6	1	7
Information Services	56	4	60
Communications	4	1	5
Planning and Policy Secretariat	18	11	29
Assistant Deputy Minister, Student Programs & Evaluation	4	0	4
Student Evaluation and Records	59	10	69
Language Services	16	8	24
Curriculum - Design	22	7	29
Curriculum - Support	17	9	26
Native Education Project	4	1	5
Alberta Correspondence School	144	20	164
Assistant Deputy Minister, Program Delivery	5	0	5
Support Programs	16	9	25
Special Education Response Centre	109	44	153
Grande Prairie Regional Office	12	3	15
Edmonton Regional Office	35	12	47
Calgary Regional Office	24	6	30
Lethbridge Regional Office	12	4	16
Red Deer Regional Office	17	2	19
Teacher Certification and Development	25	0	25
Total	713	164	877
*Learning Resources Distributing Centre	54	9	63

*Alberta Education has responsibility for administering the Learning Resources Distributing Centre but the department's regular staff complement does not include the centre's staff. The Learning Resources Distributing Centre is a statutory appropriation.

LEARNING RESOURCES DISTRIBUTING CENTRE

Report of the Director

The Learning Resources Distributing Centre provides required learning resources to ECS-12 and postsecondary students, teachers, instructors, administrators and others, in a timely, business-like, accurate and economical manner. It is a self-funded Revolving Fund entity under Section 14 of the Department of Education Act.

The centre's operations are conducted from its mail and phone order distribution office in Edmonton, and through its retail bookstores in the Alberta College of Arts, Calgary; Lakeland College, Vermilion and the two Alberta Institutes of Technology in Calgary and Edmonton. The Lakeland College Bookstore and its network of rural outreach subsidiary campuses became part of the centre on December 1, 1987. The centre also provides warehousing (increased from nine to 15 departments) and distributes special services for some government departments and special orders for teachers on an "as-needed" basis.

Net sales for the 1987-88 fiscal year were $20,962,237, an increase of $1,897,171, or 9.9 percent, from the previous year, mainly attributable to price increases of about nine percent in stock purchases from vendors. Sales included $10,893,076 for basic learning resources for Early Childhood Services (ECS) through Grade 12, and $4,666,674 for non-basic resources. Sales in the four bookstores totalled $5,402,487. The centre also administered a basic learning resource acquisition subsidy grant that provided $2,723,269 to eligible school jurisdictions for purchasing basic

Table M

Learning Resources Distributing Centre
Comparative Sales and Subsidy Grants for the Years Ended
March 31, 1985, 1986, 1987, 1988

	1987-88	1986-87	1985-86	1984-85
Sales				
Basic Resources	$10,893,076	$ 9,051,704	$ 8,622,747	$ 8,962,050
Non-basic Resources	4,666,674	5,155,259	5,353,701	5,737,039
Subtotal (ECS-12)	15,559,750	14,206,963	13,976,448	14,699,089
Bookstores	5,402,487	4,858,103	4,149,810	3,898,284
Total	$20,962,237	$19,065,066	$18,126,258	$18,597,373
Basic Learning Acquisition Subsidy Grants	$ 2,723,269	$ 2,662,266	$ 2,536,102	$ 2,635,897

learning resources.

These figures (**Table M**), are compared with three previous fiscal years.

The centre distributed 78 different items, including posters and diploma examinations, for other departments, and earned revenue of more than $188,000.

During the reporting period, the centre processed approximately 8,500 vendor invoices, involving about 15,000 individual products. It received over two million pounds of freight. In the ECS-12 division, the centre sold more than 1.5 million units, issued 41,442 customer sales invoices and processed 34,913 individual customer orders.

Some initiatives undertaken included:

• Improvement of service to ECS-12 customers; to achieve this goal, several enhancements were introduced, including:

– improvements to the Annual Buyers Guide and Supplements;

– a modified pricing structure, relating cost recovery and pricing more to product type;

– a simplified returns policy;

– introduction of certain types of software at significantly reduced prices;

– a resource pre-authorization system;

– computerized order-tracking system;

– expansion of market analysis practices; and

– surveys and analysis of the market to obtain the best possible prices from vendors.

To help schools cope with financial restraints, the centre introduced cost-efficiency and economy measures to reduce current and future selling prices.

Credit card purchasing was introduced at three of the bookstores; cash refunds and cash product prepayment systems were introduced at all stores.

Appendix I

OPERATION OF SCHOOLS, 1987-88
by School Divisions, Counties, Independent Districts,
Private Schools, and Early Childhood Services (ECS) Operators
at September 30, 1987

Divisions	No.	ECS	Grades 1-6	Grades 7-9	Grades 10-12	TOTAL (1-12)
Acadia	8		325	128	129	582
Berry Creek	1		77	27	12	116
Cardston	2	290	1,723	768	581	3,072
Crowsnest Pass	63	105	593	321	295	1,209
Cypress	4		441	203	64	708
Drumheller Valley	62	75	458	248	364	1,070
East Smoky	54	150	919	452	392	1,763
Fairview	50	135	825	372	283	1,480
Foothills	38	27	2,449	1,187	1,221	4,857
Fort Vermilion	52	237	1,582	592	353	2,527
High Prairie	48	313	1,693	826	823	3,342
Lac La Biche	51	194	1,121	495	424	2,040
Mount Rundle	64	95	422	166	142	730
Neutral Hills	16	29	291	132	124	547
Northland	61	227	1,587	565	166	2,318
Peace River	10	47	1,334	667	648	2,649
Pincher Creek	29	95	569	289	265	1,123
Provost	33		382	177	149	708
Rangeland	9	57	436	218	202	856
Rocky Mountain	15	25	1,315	737	765	2,817
Rocky View	41	457	4,213	1,913	1,664	7,790
Spirit River	47	79	614	278	271	1,163
Starland	30		242	118	101	461
Sturgeon	24	335	2,051	1,007	993	4,051
Taber	6	204	1,246	504	515	2,265
Three Hills	60		720	353	313	1,386
Wainwright	32	161	763	365	430	1,558
Westlock	37	163	1,005	525	599	2,129
Willow Creek	28	196	1,331	678	718	2,727
Yellowhead	12	448	2,352	1,138	1,134	4,624

Counties	No.	ECS	Grades 1-6	Grades 7-9	Grades 10-12	TOTAL (1-12)
Athabasca	12	134	890	455	473	1,818
Barrhead	11	216	1,068	504	671	2,243
Beaver	9	148	928	460	366	1,754
Camrose	22		989	469	323	1,781
Flagstaff	29	64	964	418	415	1,797
Forty Mile	8	8	498	232	198	928
Grande Prairie	1		1,864	947	586	3,397
Lac Ste. Anne	28	39	1,214	676	559	2,449
Lacombe	14	223	1,794	905	853	3,552
Lamont	30	33	810	386	336	1,532
Leduc	25	396	2,284	909	527	3,720
Lethbridge	26	168	1,199	611	665	2,475
Minburn	27	86	705	340	423	1,468
Mountain View	17		2,041	1,031	1,003	4,075
Newell	4	45	774	354	238	1,366

Counties	No.	ECS	Grades 1-6	Grades 7-9	Grades 10-12	TOTAL (1-12)
Paintearth	18		476	217	206	899
Parkland	31	623	5,168	2,517	2,517	10,202
Ponoka	3		1,341	581	826	2,748
Red Deer	23		2,659	1,250	1,125	5,034
Smoky Lake	13		390	182	205	777
St. Paul	19	129	868	437	370	1,675
Stettler	6		603	268	12	883
Strathcona	20	769	4,976	2,769	3,253	10,998
Thorhild	7	43	326	179	152	657
Two Hills	21	67	398	171	180	749
Vermilion River	24		1,210	604	530	2,344
Vulcan	2		641	258	220	1,119
Warner	5		939	444	363	1,746
Wetaskiwin	10		1,334	626	239	2,199
Wheatland	16		1,177	580	529	2,286
Districts	**No.**	**ECS**	**Grades 1-6**	**Grades 7-9**	**Grades 10-12**	**TOTAL (1-12)**
Banff	102	46	234	96	120	450
Brooks	2092	213	1,107	531	531	2,169
Calgary	19	6,826	39,422	18,777	21,934	80,133
Camrose	1315	146	809	387	700	1,896
Canadian Forces Base	4986	86	348	137		485
Devon	4972	75	466	218	233	917
Edmonton	7	6,259	32,248	14,066	17,862	64,176
Exshaw	1699	15	108	45		153
Fort McMurray	2833	363	2,107	1,127	1,095	4,329
Grande Cache	5258	82	464	240	209	913
Grande Prairie	2357	362	2,052	902	1,096	4,050
Grovedale	4910	16	115			115
Jasper	3063	58	232	91	118	441
Lakeland	5460	259	1,598	646	992	3,236
Leduc	297	116	977	689	1,032	2,698
Legal	1738	40	231	100	66	397
Lethbridge	51	547	3,787	1,801	1,968	7,556
Medicine Hat	76	344	3,022	1,475	1,517	6,014
Medley	5029	96	569	189		758
Mynarski Park	5012	11	79			79
Ralston	4981		112	34		146
Red Deer	104	464	3,903	1,714	1,839	7,456
Redcliff	2283		432	180		612
St. Albert	3	317	1,861	836	685	3,382
St. Paul	2228		515	246	3	764
Stettler	1475	82	522	237	460	1,219
Stirling	647	20	151	62	52	265
Swan Hills	5109	57	271	101		372
Waterton Park	4233		19	1		20
Wetaskiwin	264	156	968	385	853	2,206
Whitecourt	2736		527	231	190	948

APPENDIX I
OPERATION OF SCHOOLS CONTINUED

RCSSD	No.	ECS	Grades 1-6	Grades 7-9	Grades 10-12	TOTAL (1-12)
Assumption	50		34	13		47
Beaverlodge	68	10	57	24		81
Bow Island	82	16	90	36	41	167
Calgary	1	2,256	13,092	5,545	5,992	24,629
Camrose	60	50	324	131		455
Coaldale	73	47	159	97		256
Drayton Valley	111	78	284	116		400
Drumheller	25	32	190	80		270
Edmonton	7	2,410	12,927	5,846	6,642	25,415
Edson	153	18	236	73	25	334
Fairview	35	28	170	93	104	367
Fort McMurray	32	324	1,799	702	746	3,247
Fort Vermilion	26	9	63	38		101
Fort Saskatchewan	104	54	330	208	205	743
Grande Prairie	28	141	777	337	331	1,445
High Prairie	56	28	243	127		370
Hinton	155	33	212	62		274
Killam	49		25	14		39
Lakeland	150	142	823	390	224	1,437
Leduc	132	67	450	173	37	660
Lethbridge	9	172	1,303	627	504	2,434
McLennan	30	19	100	43		143
Medicine Hat	21	143	932	420	515	1,867
North Peace	43	90	561	257	140	958
Picture Butte	79	19	122	56		178
Pincher Creek	18	28	226	121	98	445
Ponoka	95	21	137	47		184
Provost	65		106	39	63	208
Red Deer	17	145	953	443	532	1,928
Rocky Mtn. House	131	30	198	76	1	275
Sexsmith	51	12	73	26		99
Sherwood Park	105	210	1,426	724	578	2,728
Spirit River	36		49	20		69
Spruce Grove	128	59	333	148	177	658
Stony Plain	151	38	221	99		320
Taber	54	23	238	113	101	452
Theresetta	23		39	21		60
Valleyview	84	22	137	49	4	190
Vegreville	16	48	234	105	80	419
Vermilion	97	41	191	54	70	315
Wainwright	31	42	228	97	52	377
Westlock	110	30	209	93	81	383
Westaskiwin	15	39	262	121		383
Whitecourt	94	58	320	114	118	552

Consolidated	No.	ECS	Grades 1-6	Grades 7-9	Grades 10-12	TOTAL (1-12)
Barons	8		57	16		73
Falher	69	35	252	114	70	436
RCPSD						
Thibault	35	164	784	306	253	1,343
PSSD						
Glen Avon	5		294	141		435
St. Albert	6	336	2,438	1,332	1,416	5,186
Regional High School District						
St. Paul Reg High Sch	1	132			371	371

Totals	ECS	Grades 1-6	Grades 7-9	Grades 10-12	TOTAL (1-12)
Divisions	4,144	33,079	15,449	14,140	62,668
Counties	3,191	40,528	19,780	18,363	78,671
Districts	17,056	99,256	45,544	53,555	198,355
RCSSD/RCPSD/PSSD	7,532	44,399	19,797	19,130	83,326
Consolidated	35	309	130	70	509
Regional	132			371	371
Other, Provincial Government		39	35	33	107
Private Schools	1,099	6,632	2,931	3,872	13,435
Private ECS Operators	6766				
Grand Total (excl. Lloydminster)	39,955	224,242	103,666	109,534	437,442
Lloydminster PSD (Alta pupils)	154	781	401	422	1,604
Lloydminster RCSD (Alta pupils)	61	248	92	40	380
Grand Total (incl. Lloydminster)	40,170	225,271	104,159	109,996	439,426

Table I.a:

EXPENDITURES PER PUPIL FOR EDUCATION
School Divisions, Districts, and Counties

	January-December 1975	January-August 1986	September 1986-August 1987
All Schools (Including Regional High Schools)	$1,450.72	$4,580.92	$4,666.56
School Divisions and Counties	1,479.93	4,844.83	4,877.52
Public Districts			
City Public	1,486.16	4,484.05	4,581.88
Town, Village and Rural Public	1,357.02	4,331.80	4,463.41
Separate Districts			
City	1,395.18	4,367.07	4,528.73
Town, Village and Rural	1,244.06	4,458.64	4,469.34
Separate (City, Town, Village and Rural)	1,365.82	4,381.43	4,519.51
Consolidated Schools	1,386.32	5,507.19	5,532.55
Regional Schools	2,259.80	4,904.00 (b)	5,637.28 (b)

a) Enrolments do not include D.N.D. Schools; however, enrolments include Early Childhood Services at .5. The September 1986 to August 1987 per-pupil expenditures were obtained by adding the September 1986 to August 1987 12-month expenditures for divisions and districts reporting on the school fiscal year, 1.5 times the January to August 1987 8-month expenditures for divisions and districts changing to the school fiscal year, and the January to December 1987 12-month expenditures for counties reporting on the calendar year, and dividing that total by the September 30, 1986 enrolment. The January to August 1986 per-pupil expenditures were obtained by adding the January to August 1986 8-month expenditures for divisions and districts changing to the school fiscal year to two-thirds of the January to December 1986 12-month expenditures for boards reporting on the calendar year, and dividing that total by two-thirds of the enrolment as of September 30, 1985.

b) Includes only the St. Paul Regional High School District No. 1.

Table I.b:

Funded Private Schools, Categories 1 and 2*

July 1 1985-June 30 1986	July 1 1986-August 31 1987
$4,935.51	$5,659.06

*Enrolments include Grades 1 to 12 plus ECS at .5; expenditures may include the entire operation of the private school, including college expenditures if applicable.

Table I.c:

Early Childhood Services (ECS) Private Operators excluding ECS Portion of Private Schools

1975-76	July 1, 1985-June 30, 1986	July 1, 1986-August 31, 1987
$426.56	$1,824.76	$2,054.63

Appendix II

ENROLMENTS, 1987-88, BY SCHOOL, SUBJECTS AND GENDER

Table II.a:

Enrolment in Academic Subjects (High School Grades)

Subject	No. of Schools	Male	Female	Total
Aboriginal Lang 15 (NWT)	1	1	4	5
Aboriginal Lang 25 (NWT)	1	1	2	3
Accounting 10	281	5,635	7,053	12,688
Accounting 20	250	2,794	3,744	6,538
Accounting 30	184	917	1,499	2,416
Aeroscience 25	1	9	1	10
Aeroscience 35	1	6	1	7
Agriculture 10	9	53	14	67
Agriculture 20	3	10	4	14
Applied Sociology 30	51	1,009	1,208	2,217
Arabic 15	1	3	5	8
Art 10	208	3,892	3,258	7,150
Art 11	10	194	144	338
Art 20	175	1,431	1,465	2,896
Art 21	11	76	117	193
Art 30	149	691	897	1,588
Art 31	11	39	69	108
Aspects of Living 15	2	4	1	5
Ballet 15	1	9	64	73
Ballet 25	1	4	38	42
Ballet 35	2		10	10
Basic Business 20	70	1,117	961	2,078
Basic Business 30	29	252	215	467
Biology 10	334	12,640	14,091	26,731
Biology 15 I.B.	4	58	77	135
Biology 20	318	10,034	12,115	22,149
Biology 25 I.B.	4	43	48	91
Biology 30	321	8,123	11,596	19,719
Biology 35	1	10	10	20
Blackfoot 15	3	9	11	20
Business Calculations 20	18	185	350	535
Business Communication 20	8	48	239	287
Business Education 10	90	851	1,005	1,856
Business Education 20	39	100	227	327
Business Education 30	30	71	290	361
Business Foundns 10	1	4	6	10
Canadian History 20	12	185	137	322
Career & Life Mgmt 20	83	1,034	1,308	2,342
Chemistry 10	340	12,980	12,940	25,920
Chemistry 20	323	10,376	10,475	20,851
Chemistry 25 I.B.	8	130	112	242
Chemistry 30	306	8,200	8,417	16,617
Chemistry 35 I.B.	2	34	13	47

Subject	No. of Schools	Male	Female	Total
Clothing & Textls 20	95	13	755	768
Clothing & Textls 30	69	5	347	352
Communications 21A	68	745	999	1,744
Communications 21B	46	372	689	1,061
Comparative Gov't 20	6	71	41	112
Computer Literacy 10	57	492	483	975
Computer Processing 10	281	6,923	5,759	12,682
Computer Processing 20	239	3,215	2,067	5,282
Computer Processing 30	131	1,229	520	1,749
Cont Western Phil 20	3	2	3	5
Cree 15	4	15	12	27
Cree 25	1	2		2
Cree 35	1	1		1
Cult & Phy Anthro 30	23	211	258	469
Deaf Studies 35	1	3	4	7
Dictatyping 20	14	3	143	146
Drama 10	160	1,984	2,942	4,926
Drama 20	126	766	1,310	2,076
Drama 30	99	370	584	954
Driver & Safety Ed 10	101	1,657	1,386	3,043
Ec for Consumers 20	48	664	444	1,108
Electronic Music 15	3	49	14	63
English SL 10B	27	287	267	554
English SL 10C	19	227	224	451
English 10	342	11,058	12,444	23,502
English 13	300	6,645	4,408	11,053
English 20	325	10,108	11,677	21,785
English 23	298	6,226	4,430	10,656
English 30	340	11,588	13,382	24,970
English 33	300	5,665	4,600	10,265
English 35 I.B.	2	22	32	54
Exper Psych 30	29	363	629	992
Food Studies 10	197	2,831	3,683	6,514
Food Studies 20	164	1,000	1,642	2,642
Food studies 30	120	359	814	1,173
French 10	225	3,158	4,548	7,706
French 10N (9 Year)	53	615	1,102	1,717
French 10S (6 Yr)	86	1,538	2,561	4,099
French 11	1	1		1
French 20	197	1,813	3,290	5,103
French 20N (9 Year)	43	366	735	1,101
French 20S (6 Yr)	77	901	1,556	2,457
French 30	187	1,312	3,012	4,324
French 30 N (9 Year)	40	154	363	517

APPENDIX II
ENROLMENTS BY SCHOOL, SUBJECTS AND GENDER CONTINUED

Subject	No. of Schools	Male	Female	Total
French 30S (6 Year)	63	295	717	1,012
General Business 15	5	11	22	33
General Psych 20	165	2,674	3,879	6,553
General Sociol 20	145	2,137	2,485	4,622
German 10	53	570	753	1,323
German 20	46	277	424	701
German 30	40	181	285	466
German 31	2	5	9	14
Health & P D 10	34	462	669	1,131
Hebrew 15	1	2	2	4
Hebrew 25	1	2	1	3
Hebrew 35	1	1	1	2
Histoire et Civil 15	1	7	14	21
Hungarian 35	1	2		2
Int Politics 30	19	318	254	572
Intro to Mod Lang 15	1	2	7	9
Inuktitut Stud 15 (NWT)	6	39	29	68
Inuktitut Stud 25 (NWT)	1	9	7	16
Inuktitut Stud 35 (NWT)	1	1	4	5
Italian 10	6	54	78	132
Italian 20	5	36	79	115
Italian 30	5	31	40	71
Japanese 15	1	6	3	9
Japanese 25	1	4	2	6
Japanese 35	1	3	7	10
Langue et Lit 10	23	271	435	706
Langue et Lit 20	17	163	275	438
Langue et Lit 30	18	101	196	297
Latin 10	6	51	64	115
Latin 20	6	21	32	53
Latin 30	3	4	7	11
Law 20	190	2,991	2,821	5,812
Law 30	147	1,444	1,542	2,986
Literature 21A	41	284	394	678
Literature 21B	22	216	270	486
Local & Can Geog 20	72	1,088	664	1,752
Macro-Economics 30	27	266	237	503
Marketing 20	42	488	423	911
Marketing 30	20	134	118	252
Mathematics 10	350	10,207	10,618	20,825
Mathematics 13	284	6,183	5,643	11,826
Mathematics 14	251	3,153	3,110	6,263
Mathematics 20	334	8,967	9,122	18,089
Mathematics 23	267	5,864	5,326	11,190

Subject	No. of Schools	Male	Female	Total
Mathematics 24	183	1,069	1,0[illegible]	2,167
Mathematics 30	326	10,640	10,32[illegible]	20,965
Mathematics 31	202	3,225	1,819	5,044
Mathematics 33	242	4,483	4,333	8,816
Micro-Economics 30	18	177	175	352
Music 10	70	228	830	1,058
Music 11	164	1,241	1,592	2,833
Music 12	19	126	90	216
Music 15	21	224	315	539
Music 20	62	114	398	512
Music 21	146	741	946	1,687
Music 25	19	132	176	308
Music 30	45	56	215	271
Music 31	129	420	582	1,002
Music 35	17	89	91	180
Occupations 10	40	942	845	1,787
Office Procedures 20	73	73	889	962
Office Procedures 30	56	26	628	654
Origins West Phil 20	2	11	7	18
Outdoor Leadership 15	1	24		24
Outdoor Leadership 25	1	9		9
Outdoor Living 15	6	82	24	106
Personal Living Skills 10	62	903	1,276	2,179
Personal Living Skills 20	34	149	446	595
Personal Living Skills 30	43	386	877	1,263
Personal Psych 20	128	2,442	3,863	6,305
Persp for Living 15	5	103	153	256
Phil of Man 30	11	74	96	170
Physical Ed 10	341	15,595	14,825	30,420
Physical Ed 20	315	8,190	4,615	12,805
Physical Ed 30	276	4,312	2,129	6,441
Physics 10	296	8,628	5,919	14,547
Physics 20	285	7,104	4,330	11,434
Physics 25 I.B.	2	43	8	51
Physics 30	262	5,924	2,861	8,785
Physics 35 I.B.	1	11	5	16
Pol Thinking 20	1	11	8	19
Polish 15	1	4	2	6
Polish 25	1	2	1	3
Polish 35	1	2		2
Practical Arts 15A	13	611	112	723
Practical Arts 15B	7	128	15	143
Reading 10	166	1,788	1,554	3,342
Recordkeeping 10	56	537	703	1,240

Subject	No. of Schools	Male	Female	Total
Rel Meanings 20	6	101	105	206
Religious Ethics 20	8	83	91	174
Religious Studies 15	60	2,801	2,730	5,531
Religious Studies 25	51	2,527	2,514	5,041
Religious Studies 35	39	1,437	1,550	2,987
Science 11	245	4,245	3,578	7,823
Science 25	12	187	117	304
Science 35	1	10	22	32
Shorthand 20	40	57	513	570
Shorthand 30	15	2	89	91
Soc Institutions 20	38	611	680	1,291
Social Studies 10	363	17,091	16,534	33,625
Social Studies 13	3	37	17	54
Social Studies 20	328	12,404	12,393	24,797
Social Studies 30	330	10,196	11,423	21,619
Spanish 10	8	49	137	186
Spanish 14	1	9	17	26
Spanish 20	6	17	32	49
Spanish 24	1	1	9	10
Spanish 30	3	5	16	21
Spanish 34	1		8	8
Theory of Knowledge 35 IB	8	81	64	145
Typewriting 10	328	8,048	12,862	20,910
Typewriting 20	284	1,037	4,794	5,831
Typewriting 30	234	180	2,305	2,485
Ukrainian Lang Arts 10	3	27	19	46
Ukrainian Lang Arts 20	2	8	16	24
Ukrainian Lang Arts 30	2	8	11	19
Ukrainian 10	10	42	46	88
Ukrainian 10S (6 Year)	1	2	6	8
Ukrainian 20	8	32	40	72
Ukrainian 20S (6 Year)	1	2	3	5
Ukrainian 30	7	24	28	52
Ukrainian 30S (6 Year)	1	3	3	6
Western Can Hist 20	32	332	255	587
Word Processing 30	37	23	323	346
World Geography 30	54	654	458	1,112
World History 30	31	419	352	771
World Religions 30	16	148	157	305

Table II.b:

Enrolment in Vocational Subjects
(High School Grades)

Subject	No. of Schools	Male	Female	Total
Aircraft Maint 25A	1	15		15
Aircraft Maint 25B	1	14		14
Aircraft Maint 25C	1	14		14
Aircraft Maint 35A	1	6		6
Aircraft Maint 35B	1	6		6
Aircraft Maint 35C	1	4		4
Auto Body 12	14	315	8	323
Auto Body 22A	16	254	3	257
Auto Body 22B	15	210	1	211
Auto Body 22C	11	100	1	101
Auto Body 32A	13	107		107
Auto Body 32B	13	99		99
Auto Body 32C	12	66		66
Auto Mechanics 25 (NWT)	2	19	2	21
Auto Mechanics 35 (NWT)	2	13	1	14
Build Construct 32C	21	112	1	113
Build Construct 35	2	16	1	17
Building Operations 15	4	70	3	73
Building Operations 25	2	3	1	4
Building Operations 35	1	8		8
Carpentry 15	6	70		70
Carpentry 25	2	6		6
Carpentry 25 (NWT)	2	4		4
Carpentry 35	1	3		3
Carpentry 35 (NWT)	1	2		2
Clothing & Textls 10	124	109	1,961	2,070
Commercial Art 15	8	132	103	235
Commercial Art 25A	9	72	67	139
Commercial Art 25B	10	59	61	120
Commercial Art 25C	7	29	27	56
Commercial Art 35A	9	48	40	88
Commercial Art 35B	7	39	30	69

APPENDIX II
ENROLMENTS IN VOCATIONAL SUBJECTS CONTINUED

Subject	No. of Schools	Male	Female	Total
Auto Parts Merchg 15	2	40	2	42
Auto Parts Merchg 25	2	9		9
Automotive Services 16	1	41	3	44
Automotives 15	15	230	13	243
Automotives 22A	56	1,215	37	1,252
Automotives 22B	48	961	33	994
Automotives 22C	37	567	24	591
Automotives 25	5	45	1	46
Automotives 32A	50	671	21	692
Automotives 32B	50	688	21	709
Automotives 32C	39	414	10	424
Automotives 35	1	8		8
Beauty Culture 12	54	27	1,605	1,632
Beauty Culture 16	1		26	26
Beauty Culture 22A	52	12	851	863
Beauty Culture 22B	47	11	641	652
Beauty Culture 22C	44	11	552	563
Beauty Culture 26	1		6	6
Beauty Culture 32A	44	8	488	496
Beauty Culture 32B	43	8	445	453
Beauty Culture 32C	42	6	443	449
Beauty Culture 32D	37	1	311	312
Build Construct 12	55	1,308	58	1,366
Build Construct 15	11	147	5	152
Build Construct 22A	41	414	10	424
Build Construct 22B	34	320	9	329
Build Construct 22C	30	286	5	291
Build Construct 25	6	32		32
Build Construct 32A	31	216	2	218
Build Construct 32B	29	190	2	192
Commercial Art 35C	6	29	21	50
Drafting 10	47	790	175	965
Drafting 12	40	1,236	298	1,534
Drafting 20	27	242	32	274
Drafting 22A	25	223	36	259
Drafting 22B	30	456	76	532
Drafting 22C	8	21	3	24
Drafting 25	1	3		3
Drafting 32A	20	104	5	109
Drafting 32B	28	247	35	282
Drafting 32C	11	40	2	42
Drafting 34	4	25	1	26
Drafting 35	1	5	1	6
Elect-Electronics 12	35	835	23	858
Electricity 15	2	8		8
Electricity 22A	7	96	1	97
Electricity 22B	6	55	1	56
Electricity 22C	1	4		4
Electricity 32A	8	33	1	34
Electricity 32B	6	35	1	36
Electricity 32C	4	22	1	23
Electronics 22A	18	202	4	206
Electronics 22B	13	106	1	107
Electronics 22C	12	92	3	95
Electronics 32A	9	29	1	30
Electronics 32B	4	13		13
Electronics 32C	14	82	3	85
Fabricare Technology 15	1	11	9	20
Fabricare Technology 25	1	9	8	17
Fabricare Technology 35	1	2		2
Fashion & Furn 15	4	1	73	74
Fashion & Furn 25A	2		17	17
Fashion & Furn 25B	1		14	14
Fashion & Furn 35A	1		6	6
Fashion & Furn 35B	1		6	6
Fashions & Design 15	1	2	5	7
Fashions & Design 25	1		2	2
Fashions & Design 35	1		1	1
Food Preparation 12	29	511	357	868
Food Preparation 16	1	23	11	34
Food Preparation 22A	25	165	100	265
Food Preparation 22B	20	140	84	224
Food Preparation 22C	19	118	72	190
Food Preparation 26	1	10	3	13
Food Preparation 32A	17	81	63	144
Food Preparation 32B	15	60	53	113
Food Preparation 32C	15	53	43	96
Food Preparation 32D	6	31	21	52
Gen Mechanics 25 (NWT)	1	3		3
Gen Mechanics 35 (NWT)	1	6	1	7
General Business 16	1	6	19	25
General Voc Prep 15 (NWT)	3	16		16
Graphic Arts 16	1	16	4	20
Graphic Arts 22A	7	60	27	87
Graphic Arts 22B	7	54	26	80
Graphic Arts 22C	4	14	11	25
Graphic Arts 32A	6	23	11	34
Graphic Arts 32B	6	24	11	35
Graphic Arts 32C	4	14	6	20
Health Services 12	15	94	312	406
Health Services 16	1	9	22	31

Subject	No. of Schools	Male	Female	Total
Health Services 22	14	37	162	199
Health Services 26	1	1	5	6
Health Services 32A	8	10	68	78
Health Services 32B	6	6	39	45
Horticulture 12	11	90	56	146
Horticulture 16	1	12	14	26
Horticulture 22A	6	19	16	35
Horticulture 22B	5	8	6	14
Horticulture 22C	4	6	4	10
Horticulture 26	1	4	3	7
Horticulture 32A	4	11	7	18
Horticulture 32B	4	11	7	18
Horticulture 32C	2	4	5	9
Hvy Duty Equip Op 15	1	17	2	19
Hvy Duty Equip Op 25	1	3		3
Industrial Ed 10A	196	3,922	877	4,799
Industrial Ed 10B	73	924	213	1,137
Industrial Ed 20A	163	1,935	227	2,162
Industrial Ed 20B	62	409	38	447
Industrial Ed 30A	123	850	89	939
Industrial Ed 30B	39	192	17	209
Industrial Phys 12	3	62	4	66
Industrial Phys 22	4	24	3	27
Machine Shop 12	14	275	1	276
Machine Shop 22A	16	155		155
Machine Shop 22B	15	122		122
Machine Shop 22C	9	35		35
Machine Shop 32A	14	84	1	85
Machine Shop 32B	14	71	1	72
Machine Shop 32C	7	28		28
Mechanics 12	76	2,979	259	3,238
Performing Arts 15	10	104	187	291
Performing Arts 25A	5	13	59	72
Performing Arts 25B	1	7	9	16
Performing Arts 25C	1	6	9	15
Performing Arts 35A	5	6	37	43
Performing Arts 35B	1	5	5	10
Performing Arts 35C	1	4	5	9
Photography 15	4	46	15	61
Photography 25	1	12	4	16
Piping 12	3	82	2	84
Piping 22A	4	36	1	37
Piping 22B	4	30	1	31
Piping 22C	3	19		19
Piping 32A	4	23		23
Piping 32B	4	21		21
Piping 32C	3	19		19
Practical Arts 16	1	14	8	22

Subject	No. of Schools	Male	Female	Total
Prod Science 30	5	29	16	45
Related Mech 22A	5	34		34
Related Mech 22B	3	26		26
Related Mech 22C	2	15		15
Related Mech 32A	2	25		25
Related Mech 32B	3	34		34
Related Mech 32C	2	12		12
Service St Operations 15	3	53		53
Sewing 16	1		14	14
Sheet Metal 12	3	37		37
Sheet Metal 22A	2	19	1	20
Sheet Metal 22B	2	15	1	16
Sheet Metal 22C	2	6	1	7
Sheet Metal 32A	2	8		8
Sheet Metal 32B	2	9		9
Sheet Metal 32C	2	4		4
Special Projects 10	245	1,568	2,187	3,755
Special Projects 20	241	1,011	1,547	2,558
Special Projects 30	207	789	987	1,776
Subtrades 15	3	20	4	24
Subtrades 16	1	35		35
Subtrades 25	3	20	4	24
Subtrades 26	1	2	1	3
Television Arts 15	1	20	10	30
TV Crafts 25A	5	35	8	43
TV Crafts 25B	3	20		20
TV Crafts 25C	2	11		11
TV Crafts 35A	3	14	4	18
TV Crafts 35B	1	2	1	3
Visual Comm 12	38	771	472	1,243
Visual Comm 22A	13	125	64	189
Visual Comm 22B	7	33	35	68
Visual Comm 22C	7	29	20	49
Visual Comm 32A	7	45	27	72
Visual Comm 32B	4	26	9	35
Visual Comm 32C	3	2	7	9
Welding 12	30	660	13	673
Welding 15	11	118	2	120
Welding 22A	31	274	2	276
Welding 22B	25	232		232
Welding 22C	18	130		130
Welding 25	3	21		21
Welding 32A	25	152	1	153
Welding 32B	26	153	1	154
Welding 32C	22	114	1	115
Work Experience 15	181	1,108	1,228	2,336
Work Experience 25	236	1,720	2,272	3,992
Work Experience 35	228	1,466	2,243	3,709

APPENDIX II CONTINUED

Table II.c:

Enrolment in General Educational Development Subjects
(High School Grades)

Subject	No. of Schools	Male	Female	Total	Subject	No. of Schools	Male	Female	Total
Mathematics	44	1,768	1,592	3,360	Social Studies	44	1,800	1,610	3,410
Reading Skills	44	1,800	1,580	3,380	Writing Skills	44	1,920	1,605	3,525
Science	44	1,748	1,549	3,297					

Appendix III

RESIDENT PUPIL COUNT*
by School Divisions, Counties and Districts as of
September 30, 1987

Divisions	No.	Grades 1-6	Grades 7-9	Grades 10-12	TOTAL (1-12)
Acadia	8	338	138	123	599
Berry Creek	1	94	37	32	163
Cardston	2	1,326	615	485	2,426
Crowsnest Pass	63	591	322	293	1,206
Cypress	4	549	269	241	1,059
Drumheller Valley	62	454	222	257	933
East Smoky	54	973	453	351	1,777
Fairview	50	842	397	323	1,562
Foothills	38	2,459	1,193	1,240	4,892
Ft. Vermilion	52	1,575	566	303	2,444
High Prairie	48	1,731	836	684	3,251
Lac La Biche	51	1,122	489	418	2,029
Mount Rundle	64	419	167	139	725
Neutral Hills	16	300	134	124	558
Northland	61	900	399	229	1,528
Peace River	10	1,419	689	583	2,691
Pincher Creek	29	541	284	253	1,078
Provost	33	420	189	169	778
Rangeland	9	414	206	180	800
Rocky Mountain	15	1,441	756	682	2,879
Rocky View	41	4,298	1,955	1,716	7,969
Spirit River	47	720	336	302	1,358
Starland	30	267	133	117	517
Sturgeon	24	2,145	1,043	964	4,152
Taber	6	1,334	555	570	2,459
Three Hills	60	984	490	422	1,896
Wainwright	32	813	374	394	1,581
Westlock	37	1,011	523	573	2,107
Willow Creek	28	1,294	641	663	2,598
Yellowhead	12	2,385	1,111	1,007	4,503
Counties	**No.**	**Grades 1-6**	**Grades 7-9**	**Grades 10-12**	**TOTAL (1-12)**
Athabasca	12	892	456	454	1802
Barrhead	11	1119	517	553	2189

APPENDIX III
RESIDENT PUPIL COUNT CONTINUED

Counties	No.	Grades 1-6	Grades 7-9	Grades 10-12	TOTAL (1-12)
Beaver	9	921	459	375	1755
Camrose	22	1055	515	491	2061
Flagstaff	29	949	412	399	1760
Forty Mile	8	546	238	212	996
Grande Prairie	1	1865	873	683	3421
Lac Ste. Anne	28	1172	634	542	2348
Lacombe	14	2116	1040	920	4076
Lamont	30	843	404	376	1623
Leduc	25	2361	1072	1000	4433
Lethbridge	26	1594	774	669	3037
Minburn	27	734	344	335	1413
Mountain View	17	2126	1069	1007	4202
Newell	4	917	428	366	1711
Paintearth	18	494	230	197	921
Parkland	31	5146	2556	2473	10175
Ponoka	3	1301	570	673	2544
Red Deer	23	2703	1274	1245	5222
Smoky Lake	13	358	166	202	726
St. Paul	19	879	429	414	1722
Stettler	6	612	283	250	1145
Strathcona	20	5196	2915	3368	11479
Thorhild	7	332	184	168	684
Two Hills	21	409	177	212	798
Vermilion River	24	1325	655	558	2538
Vulcan	2	625	247	220	1092
Warner	5	963	451	370	1784
Wetaskiwin	10	1283	582	521	2386
Wheatland	16	1144	517	482	2143

Districts	No.	Grades 1-6	Grades 7-9	Grades 10-12	TOTAL (1-12)
Banff	102	218	90	97	405
Brooks	2092	989	464	395	1848
Calgary	19	40931	19311	20609	80851
Camrose	1315	834	386	450	1670
Cranberry Hills	5530	7	2		9
Devon	4972	476	228	178	882
Edmonton	7	31564	13779	18152	63495
Exshaw	1699	34	8	18	60
Fort McMurray	2833	2140	1067	1068	4275
Grande Cache	5258	439	227	198	864
Grande Prairie	2357	2039	905	857	3801
Grovedale	4910	124	57	51	232
Hokenheim	2094	9	3		12
Jasper	3063	232	92	107	431
Keystone Valley	5098	11	6	5	22
Lake Louise	1063	16	6	7	29

APPENDIX III
RESIDENT PUPIL COUNT CONTINUED

Districts	No.	Grades 1-6	Grades 7-9	Grades 10-12	TOTAL (1-12)
Lakeland	5460	1546	600	664	2810
Leduc	297	1111	614	748	2473
Legal	1738	214	100	81	395
Lethbridge	51	3933	1877	1836	7646
Medicine Hat	76	2957	1413	1187	5557
Morley	172	13	3	3	19
Portsmouth	3705	5	4	1	10
Red Deer	104	3962	1768	1830	7560
Redcliff	2283	465	200	197	862
Rosenheim	1892	5		3	8
Sibbald Flats	5531	2	3	1	6
St. Albert	3	1890	846	759	3495
St. Isidore	5054	21	10	6	37
St. Paul	2228	292	140	140	572
Stettler	1475	519	225	225	969
Stirling	647	155	65	65	285
Swan Hills	5109	271	100	93	464
Waterton Park	4233	18	1	5	24
Western Ridge	2083		1	2	3
Wetaskiwin	264	806	361	415	1582
Whitecourt	2736	534	220	182	936

RCSSD	No.	Grades 1-6	Grades 7-9	Grades 10-12	TOTAL (1-12)
Ascot	280	3	4		7
Assumption	50	24	6	8	38
Aubindale	122	9	2	1	12
Battle Heights	277	2	1	1	4
Beaverlodge	68	73	29	16	118
Big Eddy	164	3	1	4	8
Bow Island	82	54	29	34	117
Bowtell	189	2	2		4
Brush Hill	218	1			1
Calgary	1	13147	5609	5964	24720
Campbell Lake	202		1	1	2
Camrose	60	284	107	115	506
Cassell Hill	310	4	1		5
Castle	248	4	1	4	9
Cedar Creek	232	1	1	4	6
Coaldale	73	97	61	53	211
Cotter	309			1	1
Drayton Valley	111	156	60	39	255
Drumheller	25	148	68	36	252
Edmonton	7	13923	6249	6769	26941
Edson	153	205	87	60	352
Fabyan	305	6	2		8
Fairview	35	152	68	71	291

RCSSD	No.	Grades 1-6	Grades 7-9	Grades 10-12	TOTAL (1-12)
Fort McMurray	32	1771	746	709	3226
Fort Vermilion	26	93	52	29	174
Ft. Saskatchewan	104	325	203	178	706
Gap lake	188	1	1	1	3
Gartley	101	0	0	0	0
Grande Prairie	28	732	303	268	1303
Grande Prairie Rural	190	92	45	47	184
Greenshields	281	1	1	3	5
Heath	278	1	1		2
High Prairie	56	158	60	41	259
Highlow	306	1	3	2	6
Hinton	155	237	84	51	372
Island Hill	201	5	1		6
Killam	49	39	21	11	71
King Edward	200	6	2	3	11
Lakeland	150	903	420	341	1664
Leduc	132	414	159	89	662
Lethbridge	9	1308	594	543	2445
Luxemburg	71	3	3	1	7
Maple Hill	239	4			4
McLennan	30	85	42	21	148
McLeod Valley	234	2		1	3
Medicine Hat	21	1000	440	479	1919
Montford	185	12	9	9	30
Morning Glory	103	0	0	0	0
Nicolls	311			2	2
North Peace	43	473	230	184	887
Passchendale	307			1	1
Picture Butte	79	109	55	48	212
Pincher Creek	18	172	78	77	327
Plaxtonville	282	2	1		3
Ponoka	95	77	22	28	127
Poplar Heights	203	4	4	1	9
Provost	65	59	25	40	124
Raymond	100	13	12	7	32
Red Deer	17	1040	450	439	1929
Rocky Mtn. House	131	206	102	60	368
Rosedale	108	6		2	8
Saskatchewan	144	19	13	15	47
Sexsmith	51	87	33	22	142
Sherwood Park	105	1479	742	661	2882
Spirit River	36	34	15	10	59
Spruce Grove	128	313	133	115	561
Stirling	261	5	6	10	21
Stoney Vista	184	9	7		16
Stony Plain	151	218	84	76	378

APPENDIX III
RESIDENT PUPIL COUNT CONTINUED

RCSSD	No.	Grades 1-6	Grades 7-9	Grades 10-12	TOTAL (1-12)
Strand	86	2			2
Taber	54	205	100	75	380
Theresetta	23	21	11	8	40
Tinchebray	243	2			2
Tomahawk	120	2	2	1	5
Trafalgar	279	2	2	3	7
Valleyview	84	71	48	28	147
Vegreville	16	175	81	85	341
Vegreville Rural	220	9	6	6	21
Vermilion	97	123	33	46	202
Wainwright	31	166	79	73	318
Waskasoo	186	8	11	9	28
Westdale	174	11	6	3	20
Westlock	110	232	93	101	426
Wetaskiwin	15	190	94	62	346
White Rose	102	0	0	0	0
Whitecourt	94	323	132	131	586
Consolidated	**No.**	**Grades 1-6**	**Grades 7-9**	**Grades 10-12**	**TOTAL (1-12)**
Barons	8	57	24	14	95
Falher	69	173	84	56	313
RCPSD					
Thibault	35	780	303	259	1342
PSSD					
Glen Avon	5	181	76	75	332
Livingston	8	7	4	5	16
Smithreade	7	2	2	1	5
St. Albert	6	2,464	1,350	1,469	5,283
Department of National Defence					
Can. Forces Base	4986	366	156	124	646
Medley	5029	518	188	137	843
Mynarski Park	5012	90	25	27	142
Ralston	4981	96	27	22	145
TOTALS					
Divisions		33,159	15,522	13,837	62,518
Counties		41,980	20,471	19,735	82,186
Districts		98,782	45,182	50,635	194,599
RCSSD/RCPSD/PSSD		44,792	20,024	20,246	85,062
Consolidated		230	108	70	408
DND		1,070	396	310	1,776
Grand Total (excl. Lloydminster)		220,013	101,703	104,833	426,549
Lloydminster PSD (Alta pupils)		742	364	396	1,502
Lloydminster RCD (Alta pupils)		225	83	37	345
Grand Total (incl. Lloydminster)		220,980	102,150	105,266	428,396

*Resident pupil count is used for calculating equity grants and special education grants.

Appendix IV

DISTRIBUTION OF PUPILS BY AGE, GRADE AND GENDER AT SEPTEMBER 30, 1987

Table IV.a:

Public Jurisdictions, excluding Lloydminster

GRADE	SEX	<3YRS 6MOS & >2YRS 6MOS	<4YRS 6MOS & >3YRS 6MOS	<5YRS 6MOS & >4YRS 6MOS	<6YRS >5YRS 6MOS	6 YEARS	7 YEARS	8 YEARS	9 YEARS	10 YEARS	11 YEARS	12 YEARS	13 YEARS	14 YEARS	15 YEARS	16 YEARS	17 YEARS	18 YEARS	19 YEARS	20 YEARS	GREATER OR EQUAL 21YRS	TOTAL BY SEX	TOTAL BY GRADE	% OF ENROLMENTS
ECS	M	55	112	13881	2365	164																16577		
	F	32	71	13597	1749	64																15513	32090	7.04
GRADE I	M			13	5903	13619	1474	59	5	2												21075		
	F			19	6450	12061	865	31	5	2												19433	40508	8.88
GRADE II	M				5	4756	12086	1759	89	12	7	1		1								18716		
	F				13	5512	11035	1091	60	8	4	1										17724	36440	7.99
GRADE III	M					5	4355	11209	2003	117	20	6	2									17717		
	F					34	5182	10509	1148	78	14	6	1									16972	34689	7.61
GRADE IV	M						27	4384	10581	2113	181	20	4	1	1							17312		
	F						27	5101	9932	1220	86	16	3	3								16388	33700	7.39
GRADE V	M							24	4265	10330	2181	232	36	7	1							17076		
	F						1	31	4945	9985	1288	112	14	3	2	2						16383	33459	7.34
GRADE VI	M							1	33	4202	10073	2279	233	28	6							16855		
	F							10	48	5057	9532	1326	127	20	1	2						16123	32978	7.23
ELEM SPEC	M			2	146	368	423	650	674	750	739											3752		
	F			1	99	231	273	338	374	356	373											2045	5797	1.27
GRADE VII	M								1	39	4201	9747	2448	386	62	10	1		1			16896		
	F								9	25	4950	9535	1469	222	38	5	3					16256	33152	7.27
GRADE VIII	M									9	69	4048	9037	2606	501	55	13	5				16343		
	F									9	61	4836	9148	1651	234	33	5			2		15979	32322	7.09
GRADE IX	M										1	50	3830	8803	2544	511	49	6				15794		
	F										5	65	4620	8843	1668	222	28	3		1	1	15456	31250	6.85
JR. HIGH SPEC	M											754	828	1024								2606		
	F											404	461	505								1370	3976	0.87
GRADE X	M												36	3876	8566	2743	707	117	27	21	135	16228		
	F												37	4665	8627	1704	430	94	33	18	264	15872	32100	7.04
GRADE XI	M													57	4009	8667	2443	469	97	33	161	15936		
	F													55	4680	8539	1521	322	72	29	223	15441	31377	6.88
GRADE XII	M													19	95	4170	9223	3909	983	241	634	19274		
	F														49	4992	8872	2414	625	223	1197	18372	37646	8.26
SR. HIGH SPEC	M														1001	894	675	230	95	10	97	3002		
	F														523	445	307	124	54	4	47	1504	4506	0.99
TOTALS BY SEX	M	55	112	13896	8419	18912	18365	18086	17651	17374	17472	17137	16454	16808	16786	17050	13111	4736	1203	305	1027	235159		
	F	32	71	13617	8311	17902	17383	17111	16521	16740	16313	16301	15880	15967	15822	15944	11166	2957	784	277	1732	220831	455990	100.0
GRAND TOTAL		87	183	27513	16730	36814	35748	35197	34172	34314	33785	33438	32334	32775	32608	32994	24277	7693	1987	582	2759	455990		
% OF ENROLMENT		0.02	0.04	6.03	3.67	8.07	7.84	7.72	7.49	7.53	7.41	7.33	7.09	7.19	7.15	7.24	5.32	1.69	0.44	0.13	0.61			

APPENDIX IV CONTINUED

Table IV.b:

Private Schools and Private Early Childhood Services Operators, excluding Lloydminster

GRADE	SEX	<3YRS 6MOS & >2YRS 6MOS	<4YRS 6MOS & >3YRS 6MOS	<5YRS 6MOS & >4YRS 6MOS	<6YRS >5YRS 6MOS	6 YEARS	7 YEARS	8 YEARS	9 YEARS	10 YEARS	11 YEARS	12 YEARS	13 YEARS	14 YEARS	15 YEARS	16 YEARS	17 YEARS	18 YEARS	19 YEARS	20 YEARS	GREATER OR EQUAL 21YRS	TOTAL BY SEX	TOTAL BY GRADE	% OF ENROLMENTS
ECS	M	44	85	3062	868	67																4120		
	F	37	92	2963	623	30																3745	7865	36.74
GRADE I	M			7	158	441	57	4	5	1	2	2	1	1								679		
	F			5	175	363	54	4			1	1	1		1		1					606	1285	6.00
GRADE II	M				1	131	393	69	6	1												601		
	F				1	145	370	37	5				1									559	1160	5.42
GRADE III	M					3	119	347	59	13	1											542		
	F					5	177	323	54	3												562	1104	5.16
GRADE IV	M						1	114	325	63	9											512		
	F						1	137	280	41	6											465	977	4.56
GRADE V	M							2	119	312	59	13		1								506		
	F							3	133	281	42	7		1								467	973	4.55
GRADE VI	M								4	112	296	57	18	3			1					491		
	F									141	272	55	6	2								476	967	4.52
ELEM SPEC	M				3	7	15	16	26	33	48											148		
	F				5	7	6	13	4	12	10											57	205	0.96
GRADE VII	M							1		3	120	292	68	19	8				1			512		
	F									1	121	268	48	10	2	3						453	965	4.51
GRADE VIII	M										6	99	293	92	12	1	1					504		
	F										5	130	251	38	6	2	1					433	937	4.38
GRADE IX	M											2	101	253	79	13	2					450		
	F										1	1	149	237	41	18	2	1				450	900	4.20
JR. HIGH SPEC	M											36	55	33								124		
	F											12	12	16								40	164	0.77
GRADE X	M												1	90	195	65	22	16	8	6	33	436		
	F												2	103	207	47	14	10	5	8	27	423	859	4.01
GRADE XI	M													1	90	181	54	34	22	15	71	468		
	F													3	102	200	48	43	31	27	98	552	1020	4.76
GRADE XII	M														3	77	223	147	107	87	189	833		
	F														5	126	258	157	111	84	276	1017	1850	8.64
SR. HIGH SPEC	M														40	31	28	13	6	2	4	124		
	F														9	15	8	10	2	1	7	52	176	0.82
TOTALS BY SEX	M	44	85	3069	1030	643	585	553	544	538	541	501	537	493	427	368	331	211	143	110	297	11050		
	F	37	92	2968	804	550	608	517	476	479	458	474	470	410	373	411	332	221	149	120	408	10357	21407	100.0
GRAND TOTAL		81	177	6037	1834	1193	1193	1070	1020	1017	999	975	1007	903	800	779	663	432	292	230	705	21407		
% OF ENROLMENT		0.38	0.83	28.20	8.57	5.57	5.57	5.00	4.76	4.75	4.67	4.55	4.70	4.22	3.74	3.64	3.10	2.02	1.36	1.07	3.29			

Appendix V

ACCELERATION AND RETARDATION
ENROLMENT AS AT SEPTEMBER 30, 1987

Table V.a:

Report for Public Schools, excluding Lloydminster

		Under Modal Age		Modal Age		Over Modal Age		
	Age	Number	Percent	Number	Percent	Number	Percent	Total
Elementary								
Grade I	6+	12,385	30.57	25,680	63.39	2,443	6.03	40,508
Grade II	7+	10,286	28.23	23,121	63.45	3,033	8.32	36,440
Grade III	8+	9,576	27.61	21,718	62.61	3,395	9.79	34,689
Grade IV	9+	9,539	28.31	20,513	60.87	3,648	10.82	33,700
Grade V	10+	9,266	27.69	20,315	60.72	3,878	11.59	33,459
Grade VI	11+	9,351	28.36	19,605	59.45	4,022	12.20	32,978
Elementary Special	11+	4,685	80.82	1,112	19.18	0	.00	5,797
Junior High School								
Grade VII	12+	9,225	27.83	19,282	58.16	4,645	14.01	33,152
Grade VIII	13+	9,032	27.94	18,185	56.26	5,105	15.79	32,322
Grade IX	14+	8,571	27.43	17,646	56.47	5,033	16.11	31,250
Junior High Special	14+	2,447	61.54	1,529	38.46	0	.00	3,976
Senior High School								
Grade X	15+	8,614	26.83	17,193	53.56	6,293	19.60	32,100
Grade XI	16+	8,801	28.05	17,206	54.84	5,370	17.11	31,377
Grade XII	17+	9,325	24.77	18,095	48.07	10,226	27.16	37,646
Senior High Special	15+	0	.00	1,524	33.82	2,982	66.18	4,506
Total		121,103	28.57	242,724	57.26	60,073	14.17	423,900

Table V.b:

Report* for Private Schools, excluding Lloydminster

		Under Modal Age		Modal Age		Over Modal Age		
	Age	Number	Percent	Number	Percent	Number	Percent	Total
Elementary								
Grade I	6+	345	26.97	802	62.71	132	10.32	1,279
Grade II	7+	278	24.05	761	65.83	117	10.12	1,156
Grade III	8+	303	27.57	670	60.96	126	11.46	1,099
Grade IV	9+	250	25.75	604	62.20	117	12.05	971
Grade V	10+	255	26.40	593	61.39	118	12.22	966
Grade VI	11+	257	26.88	564	59.00	135	14.12	956
Elementary Special	11+	147	71.71	58	28.29	0	.00	205
Junior High School								
Grade VII	12+	242	25.23	558	58.19	159	16.58	959
Grade VIII	13+	240	25.81	544	58.49	146	15.70	930
Grade IX	14+	250	28.47	485	55.24	143	16.29	878
Junior High Special	14+	48	29.27	67	40.85	49	29.88	164
Senior High School								
Grade X	15+	195	23.02	397	46.87	255	30.11	847
Grade XI	16+	196	19.33	381	37.57	437	43.10	1,014
Grade XII	17+	211	11.45	480	26.06	1,151	62.49	1,842
Senior High Special	15+	0	.00	49	28.99	120	71.01	169
Total		3,217	23.94	7,013	52.20	3,205	23.86	13,435

* This table does not include Alberta School for the Deaf or Lethbridge Community College.

Organization Chart